DOCUMENT RESUME

ED 230 451 SO 014 618

TITLE	The Immigrant Experience: A Polish-American Model. Teacher's Guide.
INSTITUTION	Indiana Univ., Bloomington. Social Studies Development Center.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
PUB DATE	Jan 83
GRANT	G008100438
NOTE	78p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Civil War (United States); Colonial History (United States); Cultural Pluralism; *Ethnic Studies; Grade 11; High Schools; *Immigrants; Industrialization; Integrated Activities; *Interdisciplinary Approach; Learning Activities; Models; Modern History; *Polish Americans; Reconstruction Era; Revolutionary War (United States); *United States History

ABSTRACT

Designed to supplement 11th grade U.S. history textbooks, these self-contained activities will help students learn about the Polish American experience. To facilitate usage, the teacher's guide contains a series of charts keying the activities to 10 widely used textbooks. The activities are organized around 5 themes: (1) The Colonial Period: Early Polish-American Influence; (2) The American Revolution through the Civil War: Polish American Perspectives; (3) Reconstruction and Immigration; (4) Immigration and Industrialization; (5) Contemporary Issues, Concerns, and Perspectives. The following information is provided for each activity: rationale, key concepts and objectives, description of the activity, and a list of resources used in developing the activity. Students read, discuss, and answer questions about short reading selections provided in the student booklet. Other activities involve students in role playing, analyzing case studies, reading primary source materials, and analyzing census data. An annotated bibliography lists background reading materials; student curriculum materials; films, filmstrips, and music; organizations and centers; and literary works. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Howard Mehlinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED230451

THE IMMIGRANT EXPERIENCE:

A POLISH-AMERICAN MODEL

SO 014 618

Teacher's Guide

vol 2

THE IMMIGRANT EXPERIENCE: A POLISH AMERICAN-MODEL

TEACHER'S GUIDE

designed to be used with student materials

INDIANA UNIVERSITY
SOCIAL STUDIES DEVELOPMENT CENTER
513 North Park Avenue
Bloomington, Indiana 47405
(812) 335-3838

INTRODUCTION

This project was made possible through federal funding of the Ethnic Heritage Studies Program Title IX, E.S.E.A., G008100438. The project, based in Bloomington and South Bend, Indiana, began in October 1981 and culminated December 1982. The two major activities of the grant were teacher training and curriculum development. After extensive field testing utilizing both formative and summative evaluation, the project developed a two-part curricular material set consisting of student activities and teacher's guide.

The curriculum materials developed for the project are designed to be used in tandem with standard U.S. History textbooks in courses typically taught at the eleventh grade level. To facilitate usage the teacher's guide contains a series of charts keying the student materials to the ten most widely used textbooks including those on the Indiana State Textbook Adoption List. The project realizes that whether or not textbooks reflect the multicultural richness of the United States, promote intergroup relations or in any way value diversity, they, nevertheless, are in widespread use. These materials, then, are designed to enhance classroom instruction, which often relies upon usage of a textbook employing a traditional Anglo-American perspective.

As mentioned above, these curriculum materials are designed to supplement traditional U.S. History textbooks. An informal survey of such textbooks reveals that the coverage accorded Polish Americans is problematic in both a quantitative and qualitative sense. Minimal coverage is not given in even the most obvious areas. When coverage is given it usually focuses on squalor and poverty. Little or no mention is made of the ethnic heritage of the Poles. The positive value of family, friends and traditions pales beside a rather truncated economic view of the world.

In attempting to overcome the shortcomings listed above, we have adopted what is best described as an ethnic additive model. We have, however, attempted to side step the obvious drawbacks of this approach. For example, the famous people, food, facts and costumes syndrome has, to a large extent, been avoided. People and places are mentioned as components of larger concepts such as loyalty or phenomena such as migration. Further, ethnicity itself is treated as a perspective rather than as the physical manifestation of food and costumes. Ethnicity, therefore, becomes a concept which is explored within the large context of a multicultural U. S. society. The spirit of this is perhaps best expressed in the following quote from Reverend Leonard Chrobot, St. Mary's College: "We believe that people who are secure in their past and joyful in their present cannot but be hopeful in their future. We call this the 'new ethnicity'."

ACKNOWLEDGEMENTS

The culmination of the formal phase of this project is in a sense a celebration of the talents and contributions of many people. It is only appropriate that at least a number of those people should be acknowledged.

The valuable guidance rendered by the advisory council can perhaps never be measured. A sincere note of thanks to advisory council members: Chester Bentkowski, Professor Thomas F. Broden, Jr., Reverend Leonard Chrobot, Mrs. Mary Sue Zatarga-Freitag, Mrs. Jean Landy, Joseph Lawecki, Dr. Paul P. Purta, Dr. Mary Ellen Solt, and Donald Truex.

In a similar fashion, the valuable contributions of the project teachers cannot be estimated. Their participation in both the teacher training aspect of the project and curriculum materials evaluation helped ensure the success of the project. Again, special thanks to: Barbara Detweiler, Sister Mary Ann Pajakowski, C.S.C., Gail Miller, Mary Sue Freitag, Lynn Humphries, W. Marquis Anderson, Alvin Smith, Carol Wengerd and Paul Blum.

Evaluation of both the curriculum materials and teacher training was an especially important part of the overall project design. A note of thanks to Victor Smith for overall management of evaluation aspects, to Mary Soley for assistance in formative evaluation, and the pilot test teachers Alvin Smith, Bill Kramer, James Krider and Robert Clements.

The teacher training aspects of the project drew upon the talents of many individuals including Marsha Mullin of the South Bend Transportation and Industry Museum, Mike Hawfield of the Northern Indiana Historical Society, Kathy Hanby-Sikora, Donna De Blasio and Jens Lund of the Indiana University Oral History Project and Jane Schultz McGeehan of Indiana University's multicultural education program.

Graphic representation of key concepts and maps are used to enhance the project materials. The project is grateful to the National Geographic Society and T. Lindsey Baker for permission to reproduce the maps used and to Joel Pett for his provocative illustrations.

The project was based at the Social Studies Development Center, Indiana University - Bloomington. Many colleagues contributed to the project in numerous ways. Special thanks to associate director Alicia S. Nakamoto for her diligence, Alan Backler and John Patrick for their assistance in curriculum development, Bernadine Schmidt for her dedication, Anna Ochoa for first conceptualizing the project and Howard Mehlinger for helping me clarify my thinking about both immigration and ethnicity.

Finally, a personal note of thanks to Busia Zofia and my mother, Victoria, for allowing me to draw upon their strength.

Linda S. Wojtan
Project Director
Bloomington, IN
January, 1983

TEACHER'S GUIDE

Using the Curriculum Materials

The purpose of this section is to provide guidelines for using the curriculum materials. This section contains two parts. Part A presents an overview of the materials and the format used for all chapters and lessons. Part B presents specific chapter and lesson guides. While the teacher is best able to decide how the materials can be used most effectively, this section is designed to provide explanations and suggestions you may wish to consider.

PART A

The overall objective of the curriculum materials is to foster intergroup cohesion through mutual respect. Specific objectives are to help students:

1. learn about the experiences of Polish Americans, the conditions they faced, and the contributions they have made to American history and culture;

2. develop skills in historiography, comprehension, analysis, and critical thinking;

3. recognize and become sensitive to the forms of discrimination experienced by Polish Americans both in the past and present;

4. appreciate cultural similarities and differences and the pluralistic nature of our society.

The curriculum materials contain five chapters. Each corresponds approximately to the following time periods and major topics in U. S. history:

Chapter 1 - The Colonial Period: Early Polish American Influence 1600 - 1776

Chapter 2 - The American Revolution Through the Civil War: Polish American Perspectives 1776 - 1865

Chapter 3 - Reconstruction and Immigration 1865 - 1900

Chapter 4 - Immigration and Industrialism 1900 - 1960

Chapter 5 - Contemporary Issues, Concerns, and Perspectives

Each chapter contains three lessons. Each lesson presents specific information and activities related to the experiences of Polish Americans. The following list is of all chapters and lessons included in the student materials.

Chapter and Lesson Titles

Chapter 1 - The Colonial Period: Early Polish American Influence

Lesson 1: How "English" was the English Settlement of Jamestown?

Lesson 2: Everybody Loves a Hero

Lesson 3: Why Do People Move?

Chapter 2 - The American Revolution Through the Civil War: Polish American Perspectives

Lesson 1: Winning the American Revolution

Lesson 2: Polish Migration and Settlement

Lesson 3: Learning About Different Perspectives

Chapter 3 - Reconstruction and Immigration

Lesson 1: Reconstruction in South Central Texas

Lesson 2: America: The Land of Opportunity

Lesson 3: Gaining Information from Data: Polish Communities at the Turn of the Century

Chapter 4 - Immigration and Industrialism

Lesson 1: The Melting Pot: A Myth or Reality?

Lesson 2: American Thought and Culture in the Early 1900's

Lesson 3: Who Can Be an American?

Chapter 5 - Contemporary Issues, Concerns, and Perspectives

Lesson 1: John Giannini's Decision

Lesson 2: Decision Making and Different Perspectives

Lesson 3: Discrimination and Defamation

Two teaching strategies are possible. One is to use each lesson individually and in conjunction with specific content (event, time period) being presented in the U.S. History textbook. For example, the lessons in Chapter 2 deal with the American Revolution, migration and settlement of Polish Americans in the middle 1800's and the Civil War. Each lesson could be used to supplement the textbook when covering the American Revolution, immigration in the 1800's, and/or the Civil War. The other strategy is to use the chapter as a whole after you have covered a general time period already presented in the textbook. Using the example of Chapter 2, the entire chapter could be presented at the end of the Civil War period.

Whether you choose to infuse each lesson where appropriate or add on each chapter as you complete major sections of the textbook is your choice. The materials are designed to provide options and to be flexible.

Lesson Format

Each lesson of the chapters contains four basic parts:

1. Introduction,
2. Student objectives,
3. Procedures and activities,
4. Readings, charts, tables, and activity sheets.

The introduction briefly presents the purpose of the lesson and some background information. Student objectives alert students to what they will learn and be able to do as a result of their study. Procedures and activities are entitled "What to do." Students are instructed to read, write, be prepared to discuss, list, and/or think about the content presented. The purpose of these instructions is to provide a general guide for the students. When reading through the "What to do" sections, you may or may not wish to conduct the lesson as presented. Part B of this section provides further explanation of these procedures as well as alternative teaching strategies. It is believed that the materials are flexible enough to encourage and allow for appropriate adaptations. Readings, documents, charts, tables, and activity sheets are also provided in the student materials.

PART B

This part of the section presents specific guides for each lesson of the student materials. The following features are included:

1. Rationale,
2. Key concepts, objectives, and activities,
3. Suggestions for evaluation,
4. Resources used.

CHAPTER 1 - THE COLONIAL PERIOD: EARLY POLISH AMERICAN INFLUENCE

Lesson 1

How "English" was the English Settlement of Jamestown?

Rationale

The purpose of this lesson is to teach students about another group, besides the English, who made a substantial contribution to Jamestown. Students are also asked to "think" like a historian and begin to grapple with the complex process of writing history.

There are several appropriate places for inclusion of this lesson. The most obvious is in any discussion of Jamestown and early English settlement. Another option might be to use this lesson when discussing early crafts and industry in America.

Concepts, Objectives, and Activities

The key concepts in this lesson are colonialization and immigration. In addition to the objectives listed, students are first introduced to the idea that what they read in their U.S. History textbook is the result of what its author(s) thinks is important. The skill of interpretation is introduced.

The activities outlined for the students include reading about Poles in Jamestown and comparing what they have learned to the content in their textbook. Alternative or additional activities could include:

1. Having students do research on the various groups of early settlers besides the English and the contributions they made.

2. Obtaining several different U.S. History textbooks and have students work in groups analyzing the content presented about Jamestown. Ask students to compare similarities and differences.

Evaluation

Students' written work could be one form of evaluation. The answers to all questions should be in complete sentences. If written work is not required, students could be assessed on the amount and quality of their participation in class discussion.

If the additional or alternative activity of research is selected, students could make presentations of their findings in oral and/or written form. These could be evaluated for their content, clarity, writing style, oral presentation style, and number and type of resources used. The group work on the texts could be graded by having each group complete a chart or handout. Each student could be responsible for a separate assignment in the group.

Resources

The following resources were used in developing this lesson:

1. The Poles in America 1608-1972: A Chronological and Fact Book, Frank Renkiewicz, editor. Oceana Publications, Dobb's Ferry, N. Y: Ethnic Chronology Series No. 9, 1973.

2. Wytrwal, Joseph A. The Poles in America, Minneapolis: Lerner Publications Company, 1969.

Chapter 1

Lesson 2 Everybody Loves a Hero

Rationale

The purpose of this lesson is to present some of the contributions made by Polish Americans and how people are selected for special mention in textbooks. By asking students to consider their heroes and heroines, they will gain an understanding of the criteria used. Students will learn about different perspectives, especially when selecting heroes and heroines.

This lesson can be included at almost any point in the study of Colonial America. Most textbooks typically contain a section on "colonial life." Use this lesson before covering causes of the Revolutionary War.

Concepts, Objectives, and Activities

Key ideas in this lesson include those of heroes' and heroines' characteristics, differing perspectives, and how historians decide who should receive special recognition. Students may need help with the objectives of identifying characteristics. They will know their heroes and heroines but not what makes these people so special to them.

Additional activities could include:

1. Students doing library research on other people living in colonial times. Have students create their own "Hero or Heroine Measurement Scale," and then assess their personal choices.

2. Students could re-write or write a new section of their textbook based on the new people they have learned about. These could include the Polish Americans presented in the reading materials.

Resources

The following resources were used in developing this lesson:

1. Kuniczak, W. S. My Name is Million, New York: Doubleday and Company, Inc., 1978.

2. Poles in History and Culture of the United States of America, Biblioteka, Polonyna 4, Grzegorz Babinski and Miroslaw Francic, editors, Polska Akademia Nauk, Komitet Badania Polanii, Jagiellonian University, Krakow, Poland, 1979.

3. Wytrwal, Joseph A. The Poles in America, Minneapolis, Minnesota: Lerner Publications Company, 1969.

Chapter 1

Lesson 3 Why Do People Move?

Rationale

The purpose of this lesson is for students to explore possible reasons for immigration. Specifically, students will learn about why the early Poles came to the New World.

This lesson can be used when discussing early Colonial settlement and conditions in Europe which led to increased immigration.

Concepts, Objectives, and Activities

The key concept in this lesson is immigration. Students will read about why Poles were forced to leave their homeland (the push) and why they were attracted to the colonies (the pull). Students will also compare reasons why they might move as well as reasons why immigrants are coming to the United States today, with reasons why Polish people came to the colonies.

This lesson focuses on the denial of civil liberties which caused early Polish immigration. Discuss with your students what is meant by civil liberties including the freedoms of religion and political thought. Students should understand that these freedoms, which we take for granted, were not common in Europe during the colonial period. They are also not common for many people in the world today.

Additional and/or alternative activities could include:

1. Making a chart or poster comparing "push" and "pull" reasons for immigration for the different groups who came to Colonial America (English, Dutch, French, German, Polish, Spanish, Mexican, Irish, etc.). This would involve some research into conditions in these countries during the colonial period.

2. Working in groups, students could investigate one group of people who came (why they came and where they settled). After all groups have reported orally to the rest of the class, students could compare their groups' reasons with one group coming today. Groups of people coming today could include: Mexicans, Puerto Ricans, Cubans, South East Asians, Haitians, Chinese, and/or people from the Middle East.

Evaluation

An objective or essay test could be one way to assess students' understanding of the following terms:

1. Poland's Golden Age
2. The Reformation
3. The Counter Reformation
4. Civil Liberties
5. Jesuits

Students could also be given participation credit for their own lists of why they would move, their contribution to group research efforts and oral report, and their ability to draw comparisons between why the Poles came and why people come to the United States today.

Resources

The following resourses were used in developing this lesson:

1. Map from: Headline Series 256, October 1981, Polish Paradox: Communism and National Renewal, by William Schaesfele, Jr., Foreign Policy Association, New York, N. Y.

2. Poles in America, Frank Mocha, Editor. Stevens Point, Wisconsin: Worzalla Publishing Co., 1978.

CHAPTER 2 - THE AMERICAN REVOLUTION THROUGH THE CIVIL WAR: POLISH AMERICAN PERSPECTIVES

Lesson 1

Winning the American Revolution

Rationale

The purpose of this lesson is to present the contributions made by three Polish Americans to the cause of independence. The significance of these contributions will demonstrate the importance of combined efforts in winning the American Revolution. By thinking about how things "might have been different," students will appreciate the contributions of several non-English patriots.

This lesson can be used in conjunction with a study of the military aspects of the American Revolution. It can also be presented when discussing the ideological causes of the Revolution and the question of financing the war.

Concepts, Objectives, and Activities

The purpose of this lesson is to help students learn about and appreciate Polish-American contributions to the American Revolution. The three people they will read about are not typically included in their textbooks. However, they were true patriots and worthy of recognition.

An additional objective of this lesson is to encourage students to speculate about possible alternative outcomes if certain things had not happened. For example, the patriots were basically unorganized, untrained, and ill-equipped; help from "outsiders" (Poland and France) was significant.

Additional activities could include:

1. A study of other groups' and individuals' contributions to the winning of the American Revolution, such as the financial and military contributions of the French, Black Americans, Women and Native Americans.

2. A study of the "global" causes and effects of the American Revolution specifically related to the relationship between Great Britain and France.

Evaluation

The following questions could be used to assess students' knowledge:

1. Why did each of the Polish-American patriots side with the colonies against the British?

2. What contributions (military and/or financial) did they make?

3. In what ways were these contributions significant?

Resources

The following resources were used in developing this lesson:

1. Drohojowski, Jan. Poles in United States, translated by Krystyna Keplicz, Warzawa, Poland: Krajowa Agencja, 1976.

2. Poles in History and Culture of the United States of America, Biblioteka, Poloyna 4, Grzegorz Babinski and Miroslaw Francic, editors, Polska Akademia Nauk, Komitet Badania Polanii, Jagiellonian University, Krakow, Poland, 1979.

3. Wytrwal, Joseph A. The Poles in America, Minneapolis, Minnesota: Lerner Publications Company, 1969.

Chapter 2

Lesson 2 Polish Migration and Settlement

Rationale

This lesson presents information about a specific area of Poland (Upper Silesia) and the inhabitants' immigration to Texas. This case study of Silesian Poles demonstrates general reasons why people came to America and the many factors to be considered in moving.

This lesson can be used in conjunction with other materials on immigration. It covers a group of people coming in the 1850's but could be presented earlier or later.

Concepts, Objectives, and Activities

Additional activities could include:

1. Having students compare conditions in Poland in the 1850's with those in Ireland. How were the "push" reasons similar and different?

2. Expanding on Activity #2, students could develop "brochures" which would serve to attract others to move to their home town. Which things would they choose to emphasize and/or neglect to mention? Based on their choices, conduct a discussion of bias in advertising and the lack of accurate information available to immigrants.

Evaluation

Students are asked to make several lists based on the readings. These could be handed in for purposes of evaluation. Students could also write an essay demonstrating their knowledge of the specific content.

Resources

The following resources were used in developing this lesson:

1. Baker, T. Lindsay. The First Polish Americans: Silesian Settlements in Texas, College Station: Texas A & M University Press, 1979.

2. Drohojowski, Jan. Poles in United States, translated by Krystyna Keplicz, Warzawa, Poland: Krajowa Agencja, 1976.

3. Kuniczak, W. S. My Name is Million, New York: Doubleday and Company, Inc., 1978.

4. The Poles in America 1608-1972: A Chronological and Fact Book, Frank Renkiewicz, editor, Oceana Publications: Dobb's Ferry, N. Y., 1973 Ethnic Chronology Series No. 9.

5. Wytrwal, Joseph A. The Poles in America, Minneapolis, Minnesota: Lerner Publications Company, 1969.

Chapter 2

Lesson 3 Learning About Different Perspectives

Rationale

The purpose of this lesson is to present different Polish American perspectives on the Civil War. Students will read about the reasons Polish Americans might have tended to support either the North or the South. They will also have an opportunity to recognize contrasting views.

This lesson could be used when discussing the question of loyalty, the development of sectionalism, and the historical impact. People from both the North and South had strong beliefs about the reasons for the War. Which side was supported depended on backgrounds and experiences.

Concepts, Objectives, and Activities

The key concept for this lesson is perspective. Points to emphasize include the factors (conditions and experiences) that affect how people view conditions and how loyalties vary depending on one's perspective.

The lesson begins with a modern example of differing perspectives. The purpose of the example is to create awareness of different points of view. Students should be reminded that some people in the United States were sympathetic to Argentina during the Falklands/Malvinas crisis, while others, including the U. S. government, supported the British. The point is that in any given situation people "see" things differently, thereby making communication difficult.

This lesson asks students to pick out the different perspectives of Polish Americans and state reasons or conditions reflected in support for the North or South. Writing the editorial will help students focus on one point of view. When students share their editorials they will recognize others' perspectives.

Additional activities could include:

1. A role-play debate between two people with different perspectives such as Gospard Tochman and a Polish American from Panna Maria, Texas.

2. An investigation of primary documents such as letters, diaries and/or journals to discover more and different "first hand" perspectives of people living during the Civil War period.

3. Students creating ficticious diaries, pretending they are living through the Civil War. They could invent a story about their life and experiences and present it to the class.

Evaluation

Students could be evaluated on their lists from activity #2 as well as their editorials. In addition, general discussion could serve to determine students' abilities to recognize and understand a variety of perspectives. For example, ask students to make a list of all the different perspectives. For each point of view, ask students to explain why people held the belief. What experiences did they have which contributed to their perspective? Continue discussion until all perspectives and explanations have been voiced.

Resources

The following resources were used in developing this lesson:

1. Drohojowski, Jan. Poles in United States, translated by Krystyna Keplicz, Warzawa, Poland: Krajowa Agencja, 1976.

2. Kuniczak, W. S. My Name is Million, New York: Doubleday and Company, 1978.

3. The Poles in America 1608-1972: A Chronological and Fact Book, Frank Renkiewicz (ed.), Dobb's Ferry, N.Y.: Oceana Publications - Ethnic Chronology Series No. 9, 1973.

4. Baker, T. Lindsay, The First Polish Americans: Silesian Settlements in Texas, College Station: Texas A & M University Press, 1979.

CHAPTER 3 - RECONSTRUCTION AND IMMIGRATION

Lesson 1

Reconstruction in South Central Texas

Rationale

The purpose of this lesson is to teach students about a group of Polish Americans and how they coped with Reconstruction in a small Texas community. The conditions described were not unusual for new immigrants living in the South after the Civil War. The lesson presents the realities of discrimination and how Polish Americans overcame obstacles.

Although this lesson relates specifically to Reconstruction policies and conditions in the South, it could be used when discussing the "wild West" and/or the establishment of immigrant communities.

Concepts, Objectives, and Activities

The key ideas in this lesson include the difficult conditions faced by Southerners after the Civil War, discrimination directed at Polish-American immigrants, and how they were able to maintain their ethnic community. Students are to answer questions based on the reading in order to identify the key ideas.

Additional activities could include:

1. Comparing the conditions in Panna Maria with those of another Southern community. The problems faced by the Polish Americans in Panna Maria were similar to those faced by newly-freed slaves elsewhere in the South. Discuss other cases of discrimination in the South and North after the Civil War.

2. Conducting a debate on Northern Reconstruction policies. One side would represent the Radical Republicans, the other, the view that the South should be rebuilt rather than punished. How was each point of view justified?

3. Discussing with your students how things might have been different if Lincoln had not been assassinated. How might Reconstruction policy have been different? Ask your students what might have happened had Johnson been convicted on the impeachment charges. How effective was he after the trial and was he able to truly "serve" as president?

Evaluation

Although the procedures instruct students to discuss the reading, their responses could be in written form. The questions in "What to do" could also be used as an essay test covering the entire topic of Reconstruction.

Resources

The following resources were used in developing this lesson:

1. Baker, T. Lindsay, The First Polish Americans: Silesian Settlements in Texas, College Station: Texas A & M University Press, 1979.

2. Polish Circuit Rider: The Texas Memoirs of Adolf Fakanowski, O. R. Translated and Annotated by Marion Moore Coleman, Cheshire, Connecticut: Cherry Hill Books, 1971.

Chapter 3

Lesson 2 America: The Land of Opportunity

The purpose of this lesson is to help students identify the tremendous changes that occurred in the United States between the end of the Civil War and the turn of the century. Students will also be able to analyze these changes in relation to the causes and effects of immigration. In order to help students understand the conditions many immigrants faced and the feelings they had, the lesson includes ficticious letters from immigrants.

There are several places this lesson could be used. Textbooks often include a separate chapter on the "big wave" of immigration (1880-1920). Another possibility would be to use this lesson as an introduction to industrialization and growth after the Civil War. The letters from immigrants could be used when disucssing the "human face" of urbanization, industrial growth, and working and living conditions.

Concepts, Objectives, and Activities

The key concepts of this lesson are change and immigration. The main idea is that the changes that occurred in the United States during this time period were caused and greatly influenced by immigration. In order to industrialize and grow, there was a tremendous demand for cheap labor. Immigrants, in search of a new and better life, provided the needed labor. The American resources of abundant land, jobs, and cheap energy provided the opportunities for new immigrants.

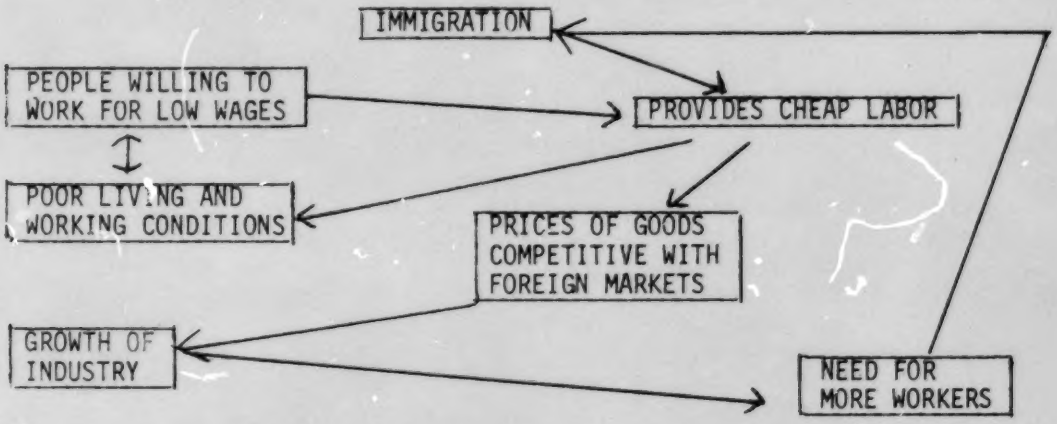
Students are instructed to match the statements with the categories of change. These matches are not clear cut and some statements can be placed in several categories. Having discussed the statements and categories, make the point that the changes were interrelated. Many were connected with immigration. For example, because the immigrants' could supply cheap labor. the price of goods was held down. These goods could then compete with foreign markets which brought in more capital and resulted in more growth.

Having discussed these overall changes, the last part of the lesson presents personal accounts of the immigrants' experiences. The letters could have been written by any new immigrant, for the conditions in the cities for most Europeans were similar. Discuss with your students their views of the conditions and experiences for the immigrant teenagers. How are your students' lives similar and different?

Additional activities could include:

1. Doing research and reporting on one of the categories of change. Students could make charts or graphs demonstrating the growth of immigration, the prices of land, miles of railroad track, etc. The research could be done in groups or individually.

2. Making a chart in the form of an "idea web" demonstrating the interconnections of changes including immigration. For example:


IMMIGRATION
PEOPLE WILLING TO WORK FOR LOW WAGES
PROVIDES CHEAP LABOR
POOR LIVING AND WORKING CONDITIONS
PRICES OF GOODS COMPETITIVE WITH FOREIGN MARKETS
GROWTH OF INDUSTRY
NEED FOR MORE WORKERS

Other "idea webs" could deal with inventions and technology, corporate growth and organization, transportation and communication, westward expansion and increase in numbers of farms.

Evaluation

Any or all of the activities in "What to do" could be completed as homework or in class. On the next test students could be asked to construct an "idea web" demonstrating their abilities to analyze and synthesize the interconnectedness of the changes that occurred.

Resources

The following resource was used in developing this lesson:

1. Cutler, Charles L., and Marrill, George P. Land of Immigrants. Columbus, Ohio: Xerox Education Publications, 1974.

Chapter 3

Lesson 3 Gaining Information from Data:
Polish Communities at the Turn of the Century

Rationale

The purpose of this lesson is to teach students to read a table and draw conclusions from the information presented. The table presents 1900 census

data on the number of Polish Americans living in the United States. The lesson can be used in conjunction with the topics of immigration, the growth of immigrant farming communities in the Midwest, and/or the settlement and occupations of immigrants in the East.

Concepts, Objectives, and Activities

The key ideas in this lesson are immigrant settlement and the accuracy of census data. Students are to preview and then using questions as a guide discover the meaning of the information presented. Having answered the questions, students should then hypothesize possible explanations for the distribution of Polish Americans. For example, the largest number of Polish Americans settled in the Midwest, specifically in the states of Michigan, Wisconsin, and Illinois. Discuss with your students the possible reasons why Polish Americans became farmers. Point out that many Poles had been farmers in the "old country," it was what they knew best, and cheap land was abundant.

The last part of the lesson deals with the question of census data accuracy. According to Father Krusyka, the census data was inaccurate because when asked, "Where were you born?", two-fifths of the Poles answered Prussia, Austria, or Russia and were not counted as Poles. At the time, Poland had been partitioned by these other countries so although the people were Polish, they were "born" in another country. In addition, Father Kruszka claimed that second-generation Polish immigrants, born in the United States, would not be counted as Poles. Given this information, students are asked to discuss the problems of conducting a census in the past and today.

Additional activities could include:

1. Conducting research on the settlement of other ethnic groups in the United States. For example, where did Irish and/or Italian immigrants settle and why?

2. Conducting research in their school asking other students about their ethnic backgrounds, where their relatives first settled, when they came, and the jobs they held. A table could be made presenting this information about the school's population.

Evaluation

Students should be able to make generalizations about where Poles settled and what they most likely did for a living. These questions could be included on an essay test. The skill of reading a table could also be assessed by presenting another population table from 1900 or today, asking similar questions about the settlement of other immigrant groups.

Resources

The following resource was used in the development of this lesson:

1. Uecoli, Rudolf J., and Codianni, Anthony V. Polish Primses (Primary Sources in Ethnic Studies Project), IHRC Monograph Collection, St. Paul, Minnesota: Immigration History Research Center, University of Minnesota, 1978.

CHAPTER 4 IMMIGRATION AND INDUSTRIALIZATION

Lesson 1

The Melting Pot: A Myth or a Reality?

Rationale

The purpose of this lesson is to help students explore the conditions and experiences faced by Polish Americans as they became part of American society. Students will have opportunities to investigate aspects of eth - nicity and the advantages and disadvantages of assimilation and pluralism.

This lesson can be used in conjunction with the study of immigration in the 20th Century. Although the content presented is on Polish Americans, the broader question of the United States as a melting pot pertains to all immigrant groups including those who come today.

Concepts, Objectives, and Activities

The main concepts of this lesson are assimilation and pluralism. The assimilation analogy is one of a melting pot. People of different ethnic, religious and racial backgrounds adapt themselves to the dominant culture so completely that the process becomes one of adoption. This process often results in the rejection of one's original cultural heritage.

The pluralism analogy is one of a salad bowl whereby individual ethnic, religious and/or racial indivisual characteristics are recognizable, maintained, respected, and appreciated. Although certain common cultural experiences and values such as patriotism and honesty are important, many separate customs and identities are maintained.

The objectives of this lesson are to help students distinguish between these two orientations and recognize their effects on individuals and groups. Students will be able to understand the problems faced by John Nichols and others and the advantages and disadvantages of assimilation and pluralism. In addition to the activities presented other options include:

1. Having students research and identify ways in which ethnic groups were able to maintain their ethnic heritages. Such things as clubs, churches, social functions, foods, songs, and neighborhoods were important. Major cities such as New York, Chicago, Philadelphia, and San Francisco were predominantly a collection of ethnic neighborhoods. Students could work in groups to learn about the history of these cities and their ethnic and racial compositions.

2. Asking students to pretend they are second generation immigrant teenagers growing up in a city in the early 1900's: What would it be like for them in school? What problems would they have being "Americanized" yet living in a home environment where ethnic customs were maintained? What would they do, follow the "old" ways or break away as John Nichols did?

3. Conducting a debate on the chart completed in Activity 3. Students would address the complex questions of who benefits most in each case. What is best for individuals? How can Americans learn to respect differences?

Evaluation

There are several opportunities for evaluation. The questions for each activity could serve as the basis for discussion or be handed in as written work. Students should be able to define the two concepts of assimilation and pluralism and give examples. They could also be asked to write a diary of a first or second generation American who is experiencing conflict over whether or not to change his/her name, move from the old neighborhood, and/or marry someone from another ethnic group.

Resources

The following resources were used in developing this lesson:

1. Chrobot, Leonard F. Who Am I? Reflections of a Young Polish American on the Search for Identity, Orchard Lake, Michigan: St. Mary's College, February 1971.

2. Kantowicz, Edward R. "Reflections of a Polish-American 'Outsider'," Polish American, February, 1969.

3. Uecoli, Rudolf J., and Codianni, Anthony V. Polish Primses (Primary Sources in Ethnic Studies Project), IHRC Monograph Collection, St. Paul, Minnesota: Immigration History Research Center, University of Minnesota, 1978.

4. Wytrwal, Joseph A. Behold! The Poles, Detroit: Endurance Press, 1977.

Chapter 4

Lesson 2 American Thought and Culture in the Early 1900's

Rationale

In the previous lesson students learned about assimilation and pluralism and identified the experiences and feelings of Polish Americans. The purpose of this lesson is to build on that knowledge by exploring some popular values of the larger American culture in the early 1900's. Students will examine common themes; ones which were embraced by many Americans and motivated first and second generation immigrants to become productive, successful, and truly American. Although the content in this lesson does not specifically mention Polish Americans, the themes identified affected, in varying degrees, most ethnic and racial groups at the time.

This lesson can be used when discussing immigration and industrial development. It focuses on the time period of the early 1900's, but a discussion of those same ideas in American culture today would be appropriate.

Concepts, Objectives, and Activities

The key ideas in this lesson are the themes and values prevalent in American culture in the early 1900's. They include such things as the importance of hard work, success, and striving to become part of the dominant culture. Students are asked to identify these themes by reading a poem, titles of books, an excerpt from a story and speech, and a list of things to be accomplished in public schools. Students are also asked to compare the themes they have identified with those common today.

Additional activities could include:

1. Investigating themes in American culture today conveyed through the media, especially television and the movies. Have students list their three favorite TV shows and analyze what they learn from them. Compare these with those identified in the lesson.

2. Comparing those things considered important in public schools in the early 1900's with what is taught in the public schools today. What values and behaviors do they think should be stressed?

Evaluation

Several questions are presented with each activity as guidelines for discussion. These could be given as homework. Activity 7 would have to be more clearly defined to help students write an essay. Having identified the common themes taught in the lesson, students are to evaluate their worth. Help students first realize the effects of these themes on peoples' values and behaviors. Having done this, they will be more able to judge their positive and negative consequences.

Resources

The following resource was used in developing this lesson:

1. Smith Lew. The American Dream, Glenview, Illinois: Scott, Foresman and Company, 1977.

Chapter 4

Lesson 3 Who Can Be An American?

Rationale

The purpose of this lesson is to have students consider the question of "Who can be an American?" Through an examination of immigration policy and excerpts from speeches, students should recognize that not all people have been equally welcomed and received. Standards were set and changed based on certain realities and prejudices. The quota system instituted in the 1920's

discriminated against Southern and Eastern Europeans. People of Asian descent were excluded completely. The effect of these laws was that people most similar to the White-Anglo-Saxon-Protestant standard were most acceptable. It was not until 1965, with the establishment of the present system of priorities, that these injustices were corrected.

This lesson could be used when discussing immigration and immigration legislation of the early 1900's. The lesson also provides opportunities for discussion of present-day immigration policy and its effects on those who wish to come today.

Concepts, Objectives, and Activities

The main concepts of this lesson are assimilation and discrimination. Students should be able to recognize that certain sets of criteria have been used in establishing immigration policy. Certain standards have been discriminatory, especially those excluding Japanese and Chinese. Discuss with your students the political and economic climate at the time that affected legislation and attitudes.

Another important objective is to help students recognize that it took time before certain groups became assimilated and accepted. This point should be discussed in relation to current immigration trends and policies.

Additional activities could include:

1. Having students investigate why Chinese and Japanese people were singled out for exclusion. What conditions existed at the time leading to these racist attitudes? For whom has the "melting pot" been a reality? For whom has it been a myth?

2. Working in groups, students could research positions commonly expressed on accepting or rejecting certain groups of people. For example, we accepted many Vietnamese after the war, yet we limited Haitian immigration because they are not considered to be political refugees. What is the difference between a political and an economic refugee? Are the differences easily distinguishable?

3. Conducting a survey in your school and community on the question of who should be allowed to come today. Which arguments are most commonly cited for and against our current immigration policy?

4. Having students investigate and compare immigration policies of other nations. For example, what criteria is used in Great Britain, France, Canada, and Germany? Are their policies more liberal or conservative than ours? What problems do these countries have with current immigration?

Evaluation

An objective test could be used to assess students' knowledge of immigration policies. In addition, many of the questions presented in the lesson could be used when constructing an essay test. The following basic questions can serve to assess student understanding:

1. How has U. S. immigration policy changed throughout our history and what attitudes have these policies represented?

2. Given that the United States can no longer accept everyone who would like to come, what criteria should be used to determine immigration policy today?

Resources

The following resources were used in developing this lesson:

1. The Immigrant's Experience: Cultural Variety and the Melting Pot, Public Issues Series, Xerox Education Publications, Columbus, Ohio, 1967.

2. World Eagle, December 1981.

CHAPTER 5 CONTEMPORARY ISSUES, CONCERNS, AND PERSPECTIVES

Lesson 1

John Giannini's Decision

Rationale

The purpose of this lesson is to help students become aware of problems facing an ethnic community. By reading about Poletown and the options available for John Giannini, students will recognize the costs and benefits of moving from an established neighborhood.

This lesson can be used when discussing conditions of current day urban life, the problems of unemployment, and the importance of ties to one's community. Many communities today are experiencing growth, renewal and/or decay as old industries move or shut down. This lesson can also be used in conjunction with materials on present day ethnic and racial group identification.

Concepts, Objectives, and Activities

The main idea in this lesson is displacement of people from old neighborhoods and the importance of group support. Students will read the story of Poletown and recognize the problems of unemployment and change. Having discussed the options and possible consequences of John Giannini's decision, students will explore the issues involved. Although the question of jobs is important, students will be able to identify the benefits and costs of maintaining close cultural ties to one's group.

Additional activities could include:

1. Having students investigate clubs and organizations in their own community that provide group support. Why do people join organizations which are mono-ethnic, racial or religious? What purposes and goals do these groups have in common?

2. Having students write their own decision scenarios related to issues of ethnic and/or racial group identification. Possible guiding questions could include:

   a. Whether or not to move from an established neighborhood,

   b. Whether or not to join an organization with a mono-ethnic or mono-racial orientation.

* An ironic footnote to the GM/Poletown controversy: due to economic difficulties this project is still in abeyance.

Evaluation

Students should be able to recall the two main factions presented in the story of Poletown. Students' decisions on what they think John Giannini should

do will differ. However, students should be able to state their reasons clearly. Students should also be able to relate the story of Poletown to what is happening in many other communities.

Resources

The following resource was used in the development of this lesson:

1. Blonston, Gary. "Poletown: The Profits, the Loss," Detroit Free Press, Sunday, November 22, 1981.

Chapter 5

Lesson 2 Decision Making and Different Perspectives

Rationale

The purpose of this lesson is for students to interpret information from a variety of perspectives. The issues and questions presented are complex. By having students take different points of view, they can become more critically aware of diverse opinions. The ability to recognize and understand a variety of perspectives on Polish-American relations can be used to examine other current issues.

This lesson can be used when discussing the martial law crisis in Poland, current U. S. immigration policy, and U.S.-U.S.S.R. relations.

Concepts, Objectives, and Activities

The key concept in this lesson is perspectives. Students should be able to recognize and understand that points of view differ according to one's values and experiences. The ability to identify similar and different perspectives is an important skill needed to interpret information. In order to make decisions and solve problems, students should be informed about how others view current conditions.

Students are to read three sets of information on United States foreign policy related to Poland, Polish-American interests and actions, and U. S. immigration policy. Then, taking the point of view of a Polish American, an "average" American, or a foreign-policy advisor, they will answer a set of questions.

The questions presented for each perspective are complex and students may need additional information. Although they should not be expected to be "experts," they should be able to understand the divergent points of views.

Additional activities could include:

1. Having students role-play each perspective. A debate format could be used for each side of each question.

2. Having students conduct research on the Soviet perspective regarding their national security concerns and Poland. In the past Russia, and then later the Soviet Union, has been attacked at least three times through Poland. How have these experiences affected their position on maintaining control over Poland? How does the Soviet Union view our verbal support for Solidarity?

Evaluation

Students whould be able to identify and explain the various possible points of view concerning the issues presented. Students should also be asked to speculate on possible consequences of taking certain actions, especially with regard to U.S.-U.S.S.R. foreign policy over Poland. What can the United States realistically do to support Solidarity yet not further provoke the Soviet Union? If our foreign policy goal in Europe is to maintain a stable balance of power, what are the common interests of the Soviet Union and the United States?

Resources

The following resources were used in developing this lesson:

1. Chaze, William L. "Will U. S. Shut the Door on Immigrants?" U.S. News and World Report, April 12, 1982, pp. 47-50.

2. Schaufele, William E., Jr. Polish Paradox: Communism and National Renewal, Headline Series No. 256, New York: Foreign Policy Association, October 1981.

Chapter 5

Lesson 3 Discrimination and Defamation

Rationale

The purpose of this lesson is to help students become aware of the conditions and consequences of discrimination and prejudice which exist today. This lesson can be used when discussing current problems of discrimination and stereotyping.

Concepts, Objectives, and Activities

The main concepts of this lesson are discrimination and defamation. Students are to read and then interpret a table about corporate executive positions held by members of minority groups. Other examples could be used, such as the number of minorities holding elected political offices. Students should be able to recognize historical and current explanations for the figures in the table.

Turning to the question of stereotypes, students will discuss the images of minorities portrayed on popular television shows. Although these television shows are comedies, students should discuss how the humorous stereotypes often serve to reinforce old prejudices.

Additional activities could include:

1. Having students conduct research on minority group membership in other leadership roles. Based on their findings, they should again address the question of America as a melting pot - is it a myth or a reality?

2. Having students select other popular TV programs and analyze how they portray minorities, women, men, young people, and old people. Students should discuss the questions of how "powerful" is television in creating and reinforcing stereotypes and what, if anything, should be done to counter negative images?

Evaluation

Through discussion, students should be able to define and give examples of discrimination and defamation which exist today. Oral presentations could be given on the images projected by TV characters as well as those in current movies.

Resources

The following resource was used in developing this lesson:

1. "Appendix A: Minority Report - The Representations of Poles, Italians, Latins and Blacks in the Executive Suites of Chicago's Largest Corporations," by Russell Barta, Ph. D., in Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges, U. S. Commission on Civil Rights, Chicago, Illinois, 1979.

Student's Name: _____ School: _____

CHAPTER 1: STUDENT TEST

OBJECTIVE 1: Students will be knowledgeable about Polish Americans during the colonial period.

Circle the letter of the correct answer.

1. Where did Poles first arrive in America?

   a. Plymouth

   b. New York

   c. Williamsburg

   d. Jamestown

2. When did Poles first arrive in America?

   a. before the Pilgrims

   b. before the English

   c. after the Quakers

   d. after the Swedes

3. What trade did the first Poles in America practice?

   a. farming

   b. hunting

   c. glass making

   d. weaving

4. What city was named for a Polish American leader?

   a. Lanski, Pennsylvania

   b. Milwaukee, Wisconsin

   c. Hackensack, New Jersey

   d. Sandusky, Ohio

5. What were the early Polish immigrants to America fleeing?

   a. religious persecution

   b. widespread hunger

   c. economic depression

   d. civil war

Student's Name _____ School _____

CHAPTER 2: STUDENT TEST

OBJECTIVE 2: Students will be able to describe Polish immigration experiences from the Revolutionary War through the Civil War.

CIRCLE THE LETTER OF THE CORRECT ANSWER.

1. From their experience in Poland, Polish immigrants in the United States were strongly opposed to

   a. democracy.

   b. technology.

   c. taxation.

   d. welfare.

2. What leader of American military forces in the Revolutionary War came from Poland?

   a. Steuben

   b. Lafayette

   c. Kosciusko

   d. Salomon

3. What Polish-American made a major contribution to financing the Revolutionary War effort?

   a. Lafayette

   b. Pulaski

   c. Salomon

   d. De Kalb

4. During the Civil War, most Polish immigrants in America

   a. fought for the South.

   b. favored slavery.

   c. supported the North.

   d. remained neutral.

5. Many Silesians left Poland for Texas to

   a. hunt for oil.

   b. escape serfdom.

   c. mine for gold and silver.

   d. escape hunger and disease.

Student's Name _____ School _____

CHAPTER 3: STUDENT TEST

OBJECTIVE 3: Students will demonstrate knowledge about immigrants after the Civil War.

Circle the letter of the correct answer.

1. After the Civil War the major attraction drawing immigrants to the West was
   a. an opportunity for free land.
   b. an opportunity for a factory job.
   c. prosperity in the cities.
   d. beauty of the environment.
2. Polish immigrants in Texas during Reconstruction suffered
   a. hunger from drought.
   b. discrimination by Southerners.
   c. oppression by Northern troops.
   d. religious persecution.
3. The boom in immigration after the Civil War was made up largely of people from
   a. Southern Asia.
   b. Western Asia.
   c. Western Europe.
   d. Eastern Europe.
4. Factories after the Civil War offered
   a. few jobs for foreign speakers.
   b. many jobs at union wages.
   c. few jobs at low wages.
   d. many jobs for unskilled labor.
5. As of 1900, which state had attracted the most Polish immigrants?
   a. New York
   b. Texas
   c. Illinois
   d. Ohio

Student's Name_____ School_____

CHAPTER 4: STUDENT TEST

OBJECTIVE 4: Students will demonstrate knowledge about the wave of immigration in the late nineteenth and early twentieth centuries.

Circle the letter of the correct answer.

1. Most Polish immigrants who came to America between 1880 and 1920 went to work as

   a. farmers.

   b. seamen.

   c. blue collar workers.

   d. white collar workers.

2. A large Polish community was established in the 1880-1920 immigration wave in

   a. Chicago.

   b. Washington, D.C.

   c. Atlanta.

   d. New Orleans.

3. In order to avoid discrimination, many Polish immigrants

   a. became lawyers.

   b. changed their names.

   c. changed their hairstyles.

   d. returned to Poland.

4. What term has commonly been applied to the process of immigrants becoming Americanized?

   a. the mixing bowl

   b. the tossed salad

   c. the baked casserole

   d. the melting pot

5. What idea did Social Darwinists apply to human society?

   a. sharing the wealth

   b. survival of the fittest

   c. winner takes all

   d. evolution towards perfect society

Student's Name _____ School _____

CHAPTER 5: STUDENT TEST

OBJECTIVE 5: Students will demonstrate knowledge about events in Poland since World War II.

Circle the letter of the correct answer.

1. A Polish trade union, Solidarity, was founded in
   a. 1945.
   b. 1956.
   c. 1975.
   d. 1980.
2. Of recent U.S. Presidents, all of the following visited Poland EXCEPT
   a. Johnson.
   b. Nixon.
   c. Ford.
   d. Carter.
3. How is Poland related to American farmers?
   a. Poland is a major supplier of fertilizer.
   b. Wealthy Poles have been buying United States farms.
   c. Poland is a major exporter of crops to the United States.
   d. Poland is a major importer of crops from the United States.
4. In recent years, the United States government has given Poland
   a. military aid.
   b. economic aid.
   c. educational assistance.
   d. no assistance.
5. Riots and unrest in Poland since the 1950s have often begun as protests to
   a. East German policies.
   b. food prices.
   c. housing shortages.
   d. military leaders.

OBJECTIVE 6: Students will demonstrate knowledge about current concerns about ethnic Americans and immigrants.

Circle the letter of the correct answer.

1. Where has a large Polish neighborhood been condemned in order to make room for a new major factory complex?

   a. Chicago

   b. New York

   c. Boston

   d. Detroit

2. Polish Americans now number

   a. under 2 million.

   b. around 6 million.

   c. around 11 million.

   d. more than 15 million.

3. Recent waves of immigrants have come to the United States from all of the following EXCEPT

   a. Southeast Asia.

   b. East Asia.

   c. Cuba.

   d. Haiti.

4. Among recent immigrants entering the United States, how many are legal immigrants?

   a. about one-fourth

   b. about one-half

   c. around two-thirds

   d. nearly 100 per cent

5. A study of business leaders in Chicago shows that

   a. Poles are much better represented than Hispanics.

   b. Poles are much better represented than Italians.

   c. Poles and Blacks are about equal in representation.

   d. Poles and Italians are about equal in representation.

KEY TO STUDENT CHAPTER TESTS

CHAPTER 1

Objective 1:
1. d
2. a
3. c
4. d
5. a

CHAPTER 2

Objective 2:
1. c
2. c
3. c
4. c
5. d

CHAPTER 3

Objective 3:
1. a
2. b
3. d
4. d
5. c

CHAPTER 4

Objective 4:
1. c
2. a
3. b
4. d
5. b

CHAPTER 5

Objective 5:
1. d
2. a
3. d
4. b
5. b

Objective 6:
1. d
2. c
3. b
4. b
5. c

CURRICULUM MATERIALS KEY

TO THE FOLLOWING TEXTBOOKS

1. U.S. History: Search for Freedom
2. The American Experience
3. People and Our Country
4. The American Dream
5. History of a Free People
6. A People and a Nation
7. A History of Our American Republic
8. Our American Heritage
9. These United States

U.S. History: Search for Freedom
Current, DeConde & Dante
Scott, Foresman & Company, 1977

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry, & Urbanization 1865-1900	Portraits in Americanism 1900-1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	22-26				
2. Everybody Loves a Hero!	23-36				
3. Why Do People Move?	22-38				
Chapter Two					
1. Winning the American Revolution		49-62			
2. Polish Migration & Settlement		103, 216-220, 239-246			
3. Different Perspectives		216-220, 316-319			
Chapter Three					
1. Reconstruction in Texas			282-294		
2. America: Land of Opportunity			316-319, 322-325		
3. Information from Data			316-319, 322-325		
Chapter Four					
1. Melting Pot: Myth or Reality?				390-393, 316-319 322-325	
2. American Thought & Culture				390-407	
3. Who Can Be An American?				426-466	
Chapter Five					
1. John Giannini's Decision					631-656
2. Decision Making					591-598, 632-634
3. Discrimination & Defamation					624-626, 654-655

THE AMERICAN EXPERIENCE
Madgie, et. al.
Addison-Wesley, 1979

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry, & Urbanization 1865-1900	Portraits in Americanism 1900 - 1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	--				
2. Everybody Loves a Hero!	5-19				
3. Why Do People Move?	--				
Chapter Two					
1. Winning the American Revolution		40-48			
2. Polish Migration & Settlement		108-137			
3. Different Perspectives		--			
Chapter Three					
1. Reconstruction in Texas			140-151		
2. America: Land of Opportunity			220-222		
3. Information from Data			220-222		
Chapter Four					
1. Melting Pot: Myth or Reality?				403-407, 220-222	
2. American Thought & Culture				254-265, 403-407	
3. Who Can Be An American?					
Chapter Five					
1. John Giannini's Decision					642
2. Decision Making					533-541
3. Discrimination & Defamation					642, 673-678

PEOPLE AND OUR COUNTRY
Risjord and Haywoodie
Holt, Rinehart & Winston, 1978

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry, & Urbanization 1865-1900	Portraits in Americanism 1900-1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	20-24				
2. Everybody Loves a Hero!	32-39				
3. Why Do People Move?	29-44				
Chapter Two					
1. Winning the American Revolution		99-117			
2. Polish Migration & Settlement		270, 278, 293-306			
3. Different Perspectives		--			
Chapter Three					
1. Reconstruction in Texas			351-361		
2. America: Land of Opportunity			460-464, 478-485		
3. Information from Data			460-464, 478-485		
Chapter Four					
1. Melting Pot: Myth or Reality?				460-464, 478-485	
2. American Thought & Culture				388-392, 478-485	
3. Who Can Be An American?				485, 575-577, 584-585	
Chapter Five					
1. John Giannini's Decision					808-813
2. Decision Making					679-683, 684-688, 736-737
3. Discrimination & Defamation					808-813

THE AMERICAN DREAM
Smith
Scott, Foresman & Company, 1977

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry & Urbanization 1865-1900	Portraits in Americanism 1900 - 1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	12-13				
2. Everybody Loves a Hero!	24-26				
3. Why Do People Move?	14-15, 293-331				
Chapter Two					
1. Winning the American Revolution		38-49			
2. Polish Migration & Settlement		168-185			
3. Different Perspectives		90-93, 142-144, 293-331			
Chapter Three					
1. Reconstruction in Texas			186-190		
2. America: Land of Opportunity			205-207, 293-331		
3. Information from Data			205-207. 293-331		
Chapter Four					
1. Melting Pot: Myth or Reality?				272-273. 293-331	
2. American Thought & Culture				248-251, 254-263, 293-331	
3. Who Can Be An American?				293-331	
Chapter Five					293-331
1. John Giannini's Decision					
2. Decision Making					293-331
3. Discrimination & Defamation					293-331

HISTORY OF A FREE PEOPLE
Bragdon & McCutchen
MacMillan & Company, 1978

CHAPTERS	Colonial America 1608 - 1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry & Urbanization 1865-1900	Portraits in Americanism 1900 - 1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	18-21				
2. Everybody Loves a Hero!	18-32				
3. Why Do People Move?	329-331, 19-21				
Chapter Two					
1. Winning the Am. Revolution		61-74			
2. Polish Migration & Settlement		329-331, 322-362			
3. Learning...Different Perspectives		329-331			
Chapter Three					
1. Reconstruction/S.Central Texas			363-378		
2. America:The Land of Opportunity			526-540		
3. Information from Data			526-540		
Chapter Four					
1. Melting Pot: Myth or Reality?				526-540	
2. American Thought & Culture				387-397, 398-405	
3. Who Can Be An American?				579, 751	
Chapter Five					--
1. John Giannini's Decision					
2. Decision Making					697-701, 734, 766, 791, 796
3. Discrimination & Defamation					775-782

A PEOPLE AND A NATION
Versteeg & Hofstadter
Harper & Row, 1979

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry, & Urbanization 1865-1900	Portraits in Americanism 1900-1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	14-15				
2. Everybody Loves a Hero!	17-18				
3. Why Do People Move?	14-15				
Chapter Two					
1. Winning the American Revolution		61-76			
2. Polish Migration & Settlement		286-288, 268-269, 317-350			
3. Different Perspectives		286-288			
Chapter Three					
1. Reconstruction in Texas			353-368		
2. America: Land of Opportunity			445-450		
3. Gaining Information from Data			445-450		
Chapter Four					
1. The Melting Pot.Myth or Reality?				445-450, 395-396	
2. American Thought & Culture				445-450, 395-396	
3. Who Can Be an American?				445-450, 589, 590-591	
Chapter Five					
1. John Giannini's Decision					814, 818
2. Decision Making					727, 732-733, 758
3. Discrimination & Defamation					772-777

A HISTORY OF OUR AMERICAN REPUBLIC
Linden et. al.
Laidlaw, 1979

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry, & Urbanization 1865-1900	Portraits in Americanism 1900-1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	65-70				
2. Everybody Loves a Hero!	65-84				
3. Why Do People Move?	65, 53-54, 50-51				
Chapter Two					
1. Winning the American Revolution		98-114			
2. Polish Migration & Settlement		217-246			
3. Different Perspectives		201-217			
Chapter Three					
1. Reconstruction in Texas			259-272		
2. America: Land of Opportunity			309-318		
3. Information from Data			319-327		
Chapter Four					
1. Melting Pot: Myth or Reality?				309-327	
2. American Thought & Culture				309-318, 342. 331-336	
3. Who Can Be An American?				360-363, 390-395, 507-508	
Chapter Five					
1. John Giannini's Decision					647-654, 662-672
2. Decision Making					676-679, 566-570
3. Discrimination & Defamation					617-628, 654-656

OUR AMERICAN HERITAGE

Bass, Billias & Lapsansky
Silver Burdett Company, 1979

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry, & Urbanization 1865-1900	Portraits in Americanism 1900 - 1980	Contemporary Times
Chapter One	19-23				
1.How "English" was Jamestown?					
2.Everybody Loves a Hero	23-36				
3.Why Do People Move?	39-54				
Chapter Two		121-149			
1.Winning the American Revolution					
2.Polish Migration and Settlement		323-366			
3.Different Perspectives		395-410			
Chapter Three					
1.Reconstruction in Texas			369-389		
2.The Land of Opportunity			413-424		
3.Gaining Information from Data			413-424		
Chapter Four					
1. The Melting Pot: Myth or Reality?				395-430	
2. American Thought and Culture				427-438, 508	
3. Who Can Be an American?			427-438	427-438	
Chapter Five					
1. John Giannini's Decision					438-444
2. Decision Making					708-714, 438-444
3.Discrimination & Defamation					447-457, 752-757

THESE UNITED STATES
Shenton, Benson & Jakoubek
Houghton-Mifflin Company, 1978

CHAPTERS	Colonial America 1608-1775	American Revolution thru Civil War 1776-1865	New Immigration, Industry & Urbanization 1865-1900	Portraits in Americanism 1900 - 1980	Contemporary Times
Chapter One					
1. How "English" was Jamestown?	42-47				
2. Everybody Loves a Hero!	47-57				
3. Why Do People Move?	23-36, 51-59				
Chapter Two					
1. Winning the American Revolution		79-92			
2. Polish Migration & Settlement		219-225, 256-261, 278-306			
3. Different Perspectives		219-225			
Chapter Three					
1. Reconstruction in Texas			345-350 330-338		
2. America: Land of Opportunity			376-384		
3. Information from Data			376-384		
Chapter Four					
1. Melting Pot: Myth or Reality?				376-384	
2. American Thought & Culture				376-384. 364-370	
3. Who Can Be An American?				474-477	
Chapter Five					
1. John Giannini's Decision					673-677
2. Decision Making					592-596. 618-621
3. Discrimination & Defamation					673-677, 660-665

SELECT AND PARTIALLY ANNOTATED BIBLIOGRAPHY

CATEGORIES

		Page
A.	Background Reading - Polish Studies	1
B.	Background Reading - Multicultural/Multiethnic	6
C.	Student Curriculum Materials	9
D.	Films and Filmstrips and Music	11
E.	Organizations, Centers, and Miscellaneous Resources	17
F.	Art, Drama, Fiction and Literature	18

BACKGROUND READING - POLISH STUDIES

Abodaher, David J. Warrior On Two Continents: Thaddeus Kosciuszko. New York: Kosciuszko Foundation. 1968.

A biography of General Thaddeus Kosciuszko who fought in Washington's Army and led the Polish Insurrection in 1794.

Abodaher, D. J. Freedom Fighter. New York: The Kosciuszko Foundation.

The story of Count Casimir Pulaski, the father of the American cavalry, who died fighting for American independence.

Bakanowski, Adolf. Polish Circuit Rider, The Texas Memoirs of Adolf Bakanowski, O.R. (1866-1870). Cheshire, Conn.: Cherry Hill Books. 1971.

A vivid account of the Polish colonies in Texas.

Baker, T. Lindsay. The First Polish Americans: Silesian Settlements in Texas. College Station: Texas A & M University Press. 1979.

Bernard, Richard. The Poles of Oklahoma. Norman, Oklahoma: The University of Oklahoma Press. 1980.

Bolek, Francis. The Polish American School System. New York: Columbia Press. 1948.

Bolek, Francis (ed). Who's Who in Polish America: A Biographical Directory of Polish-American Leaders and Distinguished Poles Resident in the Americas. New York: Arnold Press. 1943.

Budrewicz, Olgierd. The Melting-Pot Revisited. Warsaw: Interpress Publishers. 1977.

Chrobot, Rev. Leonard F. Who Am I? Reflections of a Young Polish American on the Search for Identity. St. Mary's College of Liberal Arts. Orchard Lake, Michigan. 1971.

Directory of Canadian Polish and Polish American Periodical Publications. Monograph Number 15, May, 1971. Orchard Lakes Center for Polish Studies and Culture. Saint Mary's College, Orchard Lake, Michigan 48034.

Drohojewski, Jan. Poles in United States. Warsaw: Krajowa Agencja Wydawnicza, 1976.

Dziob, Francis W. et al. Jamestown Pioneers from Poland, 1608-1958. Chicago: Polish American Congress, Alliance Printers and Publishers, 1958.

Fischer, LeRoy. Lincoln's Gadfly: Adam Gurowski. New York: Kosciuszko Foundation. 1964.

A colorful biographical study based on Gurowski's own writings and those of his contemporaries, and focusing on his activities in Washington, D. C. during the Civil War in service to President Lincoln.

Fox, Paul. The Poles In America. New York: Arnold Press. 1922.

Standard Polish language materials are used extensively. Discussion of the important religious crisis that Polish arrivals encountered. The greatest value of the study is the discussion.

Golab, Caroline. Immigrant Destinations. Philadelphia: Temple University Press. 1977. Poles in North America. (The Balch Institute Historical Reading Lists Series.) The Balch Institute, 108 Arch Street, Philadelphia, Pennsylvania 19106. 1975.

Haiman, Miecislaus. Kosciuszko in the American Revolution. New York: Polish Institute of Arts and Sciences in America. 1943.

Haiman, Miecislaus. Polish Past in America, 1608-1865. Chicago: Archives and Museum of the Polish Roman Catholic Union of America. 1939.

An important work by the prominent Polish-American historian. Synthesis of his earlier writings which described Polish pioneers who settled in various sections of America.

Haiman, Miecislaus. Poles in New York in the 17th and 18th Centuries. Chicago: Archives and Museum of the Polish Roman Catholic Union of America. 1938.

Haiman, Miecislaus. Polish Pioneers of Virginia and Kentucky. Chicago: Archives and Museum of the Polish Roman Catholic Union of America. 1937.

Jewell, Frank. Annotated Bibliography of Chicago History. Chicago Historical Society, Clark Street at North Avenue, Chicago, IL 60614.

Kuniczak, W. S. My Name is Million: An Illustrated History of the Poles in America. New York: Doubleday and Company, Inc. 1978

Kusielewica, Eugene. Reflections on the Cultural Condition of the Polish American Community. New York: Czas Publishing Co. 1969.

Recommendations for improving the cultural climate of Polish American citizens by understanding their own heritage.

Ledbetter, Eleanor E. The Polish Immigrant and His Reading. Chicago: American Library Association. 1924.

A pamphlet written by a librarian in Cleveland to aid the Polish immigrant in his adjustment to American society.

Lerski, J. J. A Polish Chapter in Jacksonian America. Madison: University of Wisconsin Press. 1958.

Fate of the Polish exiles of the November Uprising in Poland when they came to the United States.

Lopata, Helena Znaniecki. Polish Americans-Status Competition in the Ethnic Community. Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1976.

Olszyk, Edmund G. The Polish Press in America. Milwaukee: Marquette University Press. 1940.

Explains why many Polish Americans chose to use their literary energies in Journalism.

Paluszek, John L. An American Journey. New York: American Ethnic Press. 1981.

Pilarski, Laura. They Came From Poland. New York: Dodd. 1969.

Brief biographical accounts of the Poles who came to the United States, from the Jamestown pioneers to Edmund Muskie.

Pol-Am Journal. Publications Office: 413 Cedar Ave., Scranton, PA. 18505.

Poles in America: Bicentennial Essays. Frank Mocha, editor. Stevens Point, Wisconsin: Worzalla Publishing Company. 1978.

The Poles in America 1608-1972. Frank Renkiewicz, editor. New York: Oceana Publications, Inc. 1973.

Poles in History and Culture of the United States of America. Grzegorz Babinski and Miroslaw Francic, editors. Biblioteka, Polonya 4, Polska Akademia Nauk, Komitet Badania Polonii, Jagiellonian University, Krakow, Poland. 1979.

Polish American Congress, Inc. Poland and the Poles in America: Selected Basic Bibliography. Chicago: Polish American Congress. 1971.

An annotated listing of works about Poland and Poles in America, arranged by reading level: elementary, high school and college. Includes a list of magazines, periodicals and journals, as well as Polish-American organizations active in the field of publishing. Very limited coverage.

The Polish American Experience, bibliography compiled by Peggy Ann Kusnerz. Additional copies may be obtained from the Library Extension Services, 2360 Bonisteel Blvd., Ann Arbor, MI 48109.

Polish American Studies. Chicago: Polish American Historical Association. Biannual Periodical.

Focuses on placing the Polish-American experience in historical and comparative perspective by examining its roots in Europe and its relationship to other ethnic groups.

Polish Americans in the City of New York, An Outline of Socioeconomic and Cultural Needs. Brooklyn, New York: Polish Slavic Center, Inc., in the City of New York, PSC Book Fund, 140 Greenpoint Avenue, Brooklyn, New York 11222. 1979.

The purpose of this study is to contribute to the history of Polish immigrants in the United States, to present the current situation of Polish immigrants living in the City of New York and to turn the attention (of the City, State and Federal governments) toward the economic, social and cultural needs of those immigrants.

the presentation of a current situation of Polish immigrants living in the City of New York and turning an attention (of the City, State and Federal governments) toward economic, social and cultural needs of those immigrants.

Polish Circuit Rider: The Texas Memoirs of Adolf Bakanowski, O. R., 1866 - 70. Translated and Annotated by Marion Moore Coleman, Cheshire, Connecticut: Cherry Hill Books. 1971.

The Polish Review. Polish Institute of Arts and Sciences in America, Inc. 59 East 66th Street, New York, N. Y. 10021.

Przygoda, Jacek. Texas Pioneers from Poland: A Study in Ethnic History. New York: Kosciuszko Foundation.

Presents a wealth of material on the Poles and their descendants in Texas who have lived in the Lone Star State practically since its inception.

Pula, James S. For Liberty and Justice - The Life and Times of Wlademir Krzyzanowski. Chicago: Polish American Congress. 1978.

The Quarterly Review of Polish Heritage. Official Publication of the American Council of Polish Cultural Clubs. 11070 Lilian, Warren, Michigan 48089.

Renkiewicz, Frank (editor). The Poles in America: Chronology and Fact Book. Dobbs Ferry, New York: Oceana. 1973.

This book contains a summary of important events in the growth of the Polish-American community and provides a number of essays from both past and present which examine the Polish-American experience.

Sandberg, Neil C. Ethnic Identity and Assimilation - The Polish-American Community: Case Study of Metropolitan Los Angeles. New York: Praeger. 1974.

Sanders, Irwin. Polish-American Community Life: A Survey of Research. New York: Polish Institute of Arts and Sciences in America. 1975.

Schaufele, William E. Jr. Polish Paradox - Communism and National Renewal, Headline Series 256. New York: Foreign Policy Association. 1981.

Poland has undergone greater internal change since July 1, 1980 than any Communist-ruled country in Eastern Europe. Before July 1980 Poland was a Communist state constructed on the Soviet model; at the same time it was different from the other satellites. It had a powerful Church, private agriculture, relative freedom -- and a long history of animosity toward the Russians. These peculiarly Polish characteristics and their role in the Polish revolution are examined by the author, former Ambassador to Poland.

Stipanovich, Joseph. Slavic Americans: A Study Guide and Source Book. San Francisco: R & E Research Association. 1977.

Thomas, William I, and Florian Znaniecki. The Polish Peasant in Europe and America. Chicago: University of Chicago Press, 1918; and New York: Dover Publications, 1958.

Considered a classic. Much of this sociological work is based on immigrants' letters.

Uminski, Sigmund H. The Polish Pioneers in Virginia. New York: Polish Public Society of America. 1974.

The U. S. and Poland, Edwin O. Reischauer, editor. Harvard University Press. 1980.

Wepsic, Jan. Polish-American Serial Publications, 1842-1966: An annotated Bibliography. Chicago. 1968.

Useful as a reference source to locate serial publication in the U.S.

Wieczerzak, Joseph J. A Polish Chapter in Civil War in America. New York: Twayne Publishers. 1967.

Participation of Poles in the war between the States.

Wisniowski, Sygurd. Amerika, 100 Years Old - A Globetrotters View. Translated, edited and arranged by Marion Moore Coleman, Cherry Hill Books. 1972.

Wozniak, Albin. Recent Polish Studies Publications (Books). 3433 Gregg Road, Brookeville, Maryland 20729.

Wrobel, Paul. Our Way - Family, Parish, and Neighborhood in a Polish-American Community. University of Notre Dame Press. 1979.

Wrobel, Paul. An Ethnographic Study of a Polish-American Parish and Neighborhood. Washington, D. C.: The Catholic University of America. 1975.

Wytrwal, Joseph A. Poles in American History and Tradition. Detroit: Endurance Press. 1969.

Social history of the Poles in the United States.

Wytrwal, Joseph A. America's Polish Heritage: A Social History of the Poles in America. Detroit: Endurance. 1961.

Discusses historical background, political and economic aspects of immigration, Polish organizations and religion, World War II, Polish-American cultural relationships. Has bibliography, appendix of charts and statistical tables and index. Gives case histories of the two largest Polish-American organizations.

Wytrwal, Joseph A. Behold! The Polish Americans. Detroit: Endurance Press. 1977.

Wytrwal, Joseph A. The Poles in America. Minneapolis: Learner Publications. 1970.

Outline survey of the history of the Poles in America, from the Jamestown colony to the present day.

Zieleniewicz, Andrzej. Poland. New York: Kosciuszko Foundation. 1971.

An illustrated survey of Poland's history and culture reflecting the interpretation of the present Polish government.

Zurawski, Joseph. Polish American History and Culture: A Classified Bibliography. Chicago: Polish Museum of America. 1981.

BACKGROUND READING - MULTICULTURAL/MULTIETHNIC STUDIES

Banks, James A. Multiethnic Education: Theory and Practice. Boston: Allyn and Bacon, Inc. 1981.

Banks, James A. Teaching Strategies for Ethnic Studies, 2nd Edition. Boston: Allyn and Bacon, Inc. 1979.

Banton, Josef J. Brief Ethnic Bibliography: An Annotated Guide to the Ethnic Experience in the U. S. Massachusetts: Press of the Langdon Association. 1976.

Blonston, Gary. "Poletown: The Profits, the Loss " Detroit Free Press, Sunday, November 22, 1981.

Bodnar, John E. Immigration and Industrialization in an American Mill Town. Pittsburg: University of Pittsburg Press. 1977.

Building Blocks. Newsletter, published quarterly by the National Center for Urban Ethnic Affairs, 1523 O Street, N.W., Washington, D. C. 20005.

Chen, Jack. The Chinese of America. San Francisco: Harper and Row. 1980.

Chrobot, Rev. Leonard F. Ethnic Awareness and Self-Identity, Monograph #6, April, 1971. Orchard Lake Center for Polish Studies and Culture, St. Mary's College, Orchard Lake, Michigan 48034.

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois. December 3, 1979.

Classrooms. New York: Teacher College Press. 1978.

Colangelo, Nicholas - Foxley, Cecelia H. - and Austin, Dick. Multicultural Nonsexist Education: A Human Relations Approach. Dubuque, Kendall Hunt Publishing. 1979.

Colloquy on Teaching World Affairs, A Publication of the World Affairs Council of Northern California, World Affairs Center, 312 Sutter Street, Suite 200, San Francisco, CA 94108.

Cross-Cultural Learning in K-12 Schools: Foreign Students As Resources. National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D. C. 20009. July 1982.

Education in the 80's: Multi-ethnic Education, James Banks, editor. National Education Association. 1980.

An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization, and Imperialism, 1880-1920 Resource Guide. New York: Anti-Defamation League of B'nai B'rith.

Fieldstein, Stanley. The Ordeal of Assimilation: A Documentary History of the White Working Class. New York: Anchor Books. 1974.

Franklin, John Hope - Pettigrew, Thomas F. - and Mack, Raymond W. Ethnicity in American Life. New York: Anti-Defamation League of B'nai B'rith. 1971.

Garcia, Ricardo L. Teaching in a Pluralistic Society: Concepts, Models, and Strategies. New York: Harper and Row Publishers. 1982.

Gay, Geneva and Banks, James A. "Teaching the American Revolution: A Multiethnic Approach", Social Education, Vol. 39, No. 7, 1975.

Gibson, Margaret A. "Approaches to Multicultural Education in the United States: Some Concepts and Assumptions," Anthropology and Education Quarterly, Vol. VII, November 1976.

Growing Up Slavic in America, Michael Novak, editor. Bayville, New York: Empac T, Box 48, Bayville, N. Y. 11709.

Hartman, David W. Immigrants and Migration: The Detroit Ethnic Experience. Detroit: Wayne State University, Center for Urban Studies and Southeast Michigan Regional Heritage Study Center, 1974.

Harvard Encyclopedia of American Ethnic Groups. Stephen Thernstrom, ed. Cambridge: Harvard University Press. 1980.

Higham, John. Strangers in the Land: Patterns of American Nativism, 1860-1925. New York: Antheneum. 1974.

ICEE Heritage - The Newsletter of the Illinois Consultation on Ethnicity in Education. c/o The American Jewish Committee, 55 East Jackson Blvd., Suite 1880, Chicago, IL 60604.

"Immigration," Bill of Rights in Action. Constitutional Rights Foundation. March 1981.

Inglehart, Babette F. and Mangione, Anthony R. "Books About Irish-Americans, Italian-Americans, and Polish-Americans From the Image of Pluralism in American Literature." Social Education, Vol. 40, No. 2, February 1976.

Krickur, Richard. Pursuing the American Dream: White Ethnics and the New Populism. Garden City: Anchor Press. 1976.

Lee, Marianne. Multicultural Teacher Education: An Annotated Bibliography of Selected Resources. Washington, D. C.: American Association of Colleges for Teacher Education. 1980.

Longstreet, Wilma. Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. New York: Teachers College Press. 1978.

Makielski , S. J. Beleaguered Minorities: Cultural Politics in America. San Francisco: W. H. Freman. 1973.

Mayer, Harold M. and Wade, Richard C. Chicago: Growth of a Metropolis. Chicago: The University of Chicago Press. 1969.

Morrison, Joan and Zabrisky, Charlotte Fox. The Immigrant Experience in the Words of Those Who Lived It. New York: E. P. Dutton. 1980.

Norvak, Michael. The Rise of the Unmeltable Ethnics: Politics and Culture in the Seventies. Macmillan. 1972.

Novotny, Ann. Strangers at the Door - Ellis Island Castle Garden and the Great Migration to America. Toronto: Bantam Books, Inc. 1971.

Pluralism in a Democratic Society. Melvin M. Tumin and Walter Plotch, editors. New York: Praeger Publishers, Inc. 1977.

The Rediscovery of Ethnicity - Its Implications for Culture and Politics in America. Sallie TeSelle, editor. New York: Harper and Row, Publishers. 1973.

Royce, Anya Peterson. Ethnic Identity - Strategies of Diversity. Bloomington, Indiana: Indiana University Press. 1982.

REEA Newsletter. Russian and East European Area Center - School of International Studies, 504 Thomson Hall DR-05, University of Washington, Seattle, Washington 98195.

Rust, Val D. and Arty, Jeff. Teacher's Resource Handbook for Russian and East European Studies - An Annotated Bibliography of Curriculum Materials Preschool through Community College, Second Edition. UCLA Center for Russian and East European Studies, 1981, Los Angeles, California.

Social Studies - A Guide for Curriculum Development. Indiana Department of Public Instruction, Harold H. Negley, Superintendent.

Teaching Ethnic Studies. James A. Banks, editor. 43rd Yearbook, Washington, D. C.: National Council for the Social Studies, 1973.

Teaching in a Multicultural Society. Dolores E. Cross, et al., editors. New York: The Free Press. 1977.

Tiedt, Pamela L., and Tiedt, Iris M. Multicultural Teaching: A Handbook of Activities, Information and Resources. Boston: Allyn and Bacon, Inc. 1979.

Weed, Perry L. The White Ethnic Movement and Ethnic Politics. New York: Praeger Publishers. 1973.

We The People - Harvard Encyclopedia of American Ethnic Groups. Stephan Thernstrom, editor. Cambridge, MA.: Harvard University Press. 1980.

Wenk, Michael. Pieces of A Dream: the Ethnic Worker's Crisis with America. New York: Center for Migration Studies. 1972.

"Will U.S. Shut the Door on Immigrants?" U.S. News and World Report, April 12, 1982.

Wynar, L. R. Encyclopedia Directory of Ethnic Origins in the United States. Littleton, Colorado: Libraries Unlimited. 1975.

STUDENT CURRICULUM MATERIALS - PRINT

Polish and Multicultural/Multiethnic Studies

Baker, T. Lindsay. The Polish Texans. The University of Texas Institute of Texan Cultures, P.O. Box 1226, San Antonio, Texas 78294. Tel: 512/226-7651.

Today thousands of Texans trace their ethnic roots back to the tiny Eastern European country of Poland. It was in Texas that Poles first settled in America. Their ancestors' contributions to their new homeland, their leaders and heroes, customs and cultures are all preserved in this new publication. 120 pages. Grades 7-12.

Chinese American Realities and Myths. Joe Huang and Sharon Quan Wong, editors. Project for Cross-Cultural Understanding.

Ciardiello, Angelo U. Pluralism in America - Ten Ethnic Profiles. New York: Oxford Book Company, Inc., 1975.

Cochran, Peter. Immigrant America. 1974. Sunburst Communications, 39 Washington Avenue, Pleasantville, New York 10570. Grades 9-11.

They Chose America Series. Volume I. (American Heritage Sourcetapes Series). 1975. Visual Education Corporation, 14 Washington Road, P.O. Box 2321, Princeton, New Jersey 08540. Grades 7-12.

Culter, Charles L. and Morriel, George P. Land of Immigrants. Columbus, Ohio: Xerox Education Publications, 1974.

de Angeli, Marguerite. Up The Hill. New York: Doubleday & Co., 501 Franklin Avenue, New York 11530. Grades 4-6. 1942.

Feder, Bernard. Case Studies in the American Experience - Our Nation of Immigrants. New York: Globe Book Company, Inc. 1976.

Feldstein, Stanley and Costello, Lawrence. The Ordeal of Assimilation. New York: Doubleday & Co., 501 Franklin Avenue, New York 11530. 1974. Grades 10-12+

Frankelstein, Milton - Sandsfer, Jawn A. and Wright, Elfreda. Minorities: U.S.A. New York: Globe Book Company, 1976.

Freedman, Russell. Immigrant Kids. New York: E. P. Dutton, 1980.

Grabowski, J. J. et al. Polish Americans and Their Communities of Cleveland. (Cleveland Ethnic Heritage Studies Development Program Series.) Cleveland State University, Cleveland, Ohio 44115. Grades 7-12. 1976.

Krickus, Richard. Pursuing the American Dream. New York: Doubleday & Co., 501 Franklin AVenue, New York, New York 11530. Grades 10-12+. 1976.

Makers of America - The Firstcomers 1536-1800. Wayne Maguin, editor. Chicago: Encyclopedia Britannica Educational Corporation. 1971.

McCunn, Ruthann Lum. Illustrated History of the Chinese in America. Design Enterprises. 1979.

Manoni, Mary H. A Unique Heritage: The Polish American. (Accent on Ethnic America.) Multi-Media Productions, Inc., P.O. Box 5097, Stanford, California 94305. Grades 7-12. 1972.

Messner, Julian. Freedom Fighter: Casimir Pulaski. One West 39th Street, New York, New York 10018. Grades 6-10. 1969.

Oliver, Donald W. and Newmann, Fred M. The Immigrant's Experience - Cultural Variety and the Melting Pot . Public Issues Series, Middletown, Connecticut: American Educations Publications, 1972.

Pierce, Richard L. The Polish in America. Claretian Publications, 221 West Madison Street, Chicago, Illinois 60606. Grades 9-12. 1972.

Pilaski, Laura. They Came From Poland. The Stories of Famous Polish Americans. Dodd, Mead & Co., Inc., 79 Madison Avenue, New York, New York 10016. Grades 4-7. 1969.

The Poles in America. (The In America Series.) 1977. Lerner Publications, Inc., 241 First Avenue North, Minneapolis, Minnesota 55401. Grades 5-7.

Renkiewicz, Frank. The Poles in America 1608-1972. (Ethnic Chronology Series). Dobbs Ferry, New York: Oceana Publications, Inc. (New York 10522). Grades 7-12. 1973.

Smith, Gary R. Cultural Sight and Insight - Dealing with Diverse Viewpoints and Values. Global Perspectives in Education, Inc., 218 East 18th Street, New York, N. Y. 10003. 1979.

Terris, Susan. Whirling Rainbows. Doubleday & Co., 501 Franklin Avenue, New York, N. Y. 11530. Grades 7-9. 1974.

Thovenet, Dennis J. "Family History: Coming Face-to-Face With the Past," How To Do It Series. Washington, D. C.: National Council for the Social Studies. 1981.

Wytrwal, Joseph. The Poles in America. (In America: A Cultural Mosaic Series). Greenhaven Press, Inc., 577 Shoreview Park Road, St. Paul, MN 55112. Grades 5-12.

Vecoli, Rudolph J. and Codianni, Anthony V. Polish PRIMSES. (Primary Sources in Ethnic Studies Project). Immigration History Research Center, University of Minnesota, 826 Berry Street, St. Paul, MN 55114. Grades 7-12. 1978.

FILMS, FILMSTRIPS AND MUSIC

Polish and Multicultural/Multiethnic Studies

Educational Motion Pictures
Indiana University
Audio-Visual Center
Bloomington, Indiana 47405

Ellis Island. 12 min, sd, b&w. CS-2540..... $6.00

Portrays, using period photographs and old film footage, some of the conditions and treatment experienced by immigrants who entered the United States through Ellis Island. Demonstrates the cursory five-minute medical and mental tests which determined who were allowed to enter and who faced deportation. Describes the prospects which faced those who made it through the entrance maze as life in tenements and sweatshops or on the street. The Americans, A Nation of Immigrants series. (WOLPER; FR; 1972)
Emigration and immigration - jh, sh, col.

The Immigrant Experience: The Long, Long Journey. 28 min, sd, color. CSC-2408..$14.00

Focuses on the problems and dreams of new immigrants in America by dramatizing the struggle of Janek, a 12-year-old Polish immigrant of the early 1900's, to survive in this foreign land. Recounts his problems as his teacher encourages him to study hard and not be an "ignorant foreigner," the conflicts at home when he expresses shame of Polish ways, and his having to quit school and work in the slaughterhouse after an accident incapacitates his father. Concludes with Janek, now a grandfather, expressing his hopes that his grandchildren may be able to realize the dreams he once had of becoming a "real American." (ORAO; LCA; 1972)
Emigration and immigration - int, jh, sh.

Immigration in America's History. 11 min, sd, b&w. CS-1118.....$5.00

Summarizes the various waves of immigration to the United States, from the early colonial period to the present. In the beginning most immigrants were English, but in the 1840's the Irish began to arrive followed by the Germans in the 1850's. Also in the 1850's the first non-Northern Europeans arrived as Chinese began to settle on the Pacific coast until prevented from immigrating by the Exclusion Act of 1882. From 1890 to the 1920's a flood of peoples from all parts of Europe immigrated until the quota system restricted the numbers of persons admitted. (CORT; 1960)
Emigration and immigration - jh, sh, col; Interpersonal relations - jh, sh; U.S. History - jh,sh.

Immigration in the 19th Century. 12 min, sd, b&w. CS-2324 .....$6.75

Describes the various waves of migration to the United States during the 19th century and the many contributions the immigrants made to the development of the country. Documents with period drawings and photographs the treatment and stereotyped attitudes which greeted the migrants. Considers wars, famine, and/or tyranny as the reasons why many left their European homes for America. The Americans: A Nation of Immigrants series. (WOLPER; FI; 1967)
Emigration and immigration - jh, sh, col; U.S. History: 1865-1918 - jh, sh, col.

Immigration in the 20th Century. 13 min, sd, b&w. CS-2323.....$ 6.75

Reviews the history of immigration to the United States during the 20th century, discussing the reasons for the comparative trickle of immigrants and the national origins quota system. Shows the problems facing those wishing to immigrate to America in the 1900's, caused by the mood of isolationism and extreme prejudice against "foreigners." Examines the changing attitude which ultimately led to the end of the national origins quota system in 1965. The Americans: A Nation of Immigrant series. (WOLPER; FI; 1967)

Emigration and immigration - sh, col, gen.

Island Called Ellis. 52 min, 2 reels, sd, color. CSC-2045.....$21.00

Recounts the story of the now abandoned Ellis Island, through whose buildings passed great waves of immigrants on their way to a new life in America. Tells of the unsympathetic bureaucracy, prejudice, and hostility which often faced the newcomers. Describes the island's additional function as a place of deportation. Concludes with the island's closing in 1965, and notes it is to become part of a national park. Project 20 series. (NBC; MCGH; 1967)

Emigration and immigration - jh, sh, col, gen.

Minorities: What's a Minority? 13 min, sd, color. CSC-2426.....$ 8.75

Introduces the concept of "minority" and provides various academic and popular approaches to its definition. Concludes, through interviews with both experts and non-experts, that in the United States "minority group" refers to people who can be distinguished by physical characteristics, religious beliefs, and national origins which differ from the white, Anglo-Saxon, Protestant model thought to make up the majority of the population. Points out that since the United States is a nation of minorities no group represents a true majority of the population. Minorities series. (CORT; 1972)

Civil rights - jh, sh; Social conflict - jh, sh; Social groups - jh,sh.

Minority Pioneers: A Western Anthem. 19 min, sd, color. CSC-2697.....$ 9.75

Uses a montage of photographs and drawings against a background of original folk music to document the contribution of minority pioneers to the westward expansion of the United States. Describes the experiences faced by various ethnic groups in their efforts to establish themselves in a new location. Includes such minority groups as the Irish, Northern European, Mexican, Indian, Spanish, Blacks, and Chinese. (TANT; UEVA; 1973)

Emigration and immigration - int, jh, sh, col; U.S. - Territorial expansion - int, jh, sh, col.

Minority Youth: Adam. 10 min, sd, color. ESC-1583.....$ 7.75

Narrates a teenage American Indian's view of himself, his race, and his cultural heritage that is in danger of being lost. Relates young Adam Nordwall's concern that others view the Indian in stereotyped terms and protests that American history books have censored and misrepresented the Indian. Expresses the young Indian's love of performing the traditional Indian dances, his desire to lecture on Indian lore, and his hope to keep some of the Indian traditions alive even though the number of his race is dwindling. (ROES; BFA; 1971)

Culture conflict - jh, sh; Indians of North America - jh, sh.

Minority Youth: Akira. 15 min, sd, color. ESC-1539.....$ 8.75

Depicts the conflicts of a Japanese-American youth who is torn between the Japanese culture of his parents and the culture of his peers in the United States. Portrays the relationship between the boy and his parents in various situations such as camping, dining, and talking. Recounts the hardships his parents endured in the United States during World War II and reveals the mutual respect between father and son. (ROES; BFA; 1971)
Culture conflict - sh; Japanese-Americans - sh.

Minority Youth: Angie. 11 min, sd, color. ESC-1540.....$ 6.50

Illustrates the reflections of Angelita Gonzales, a young teenage Mexican-American, as she spends her day at home, in her neighborhood, and at school. Records the pride she has in her family and culture and expresses her thoughts that higher education is needed to raise her cultural group out of poverty. Relates her sentiment toward observed prejudice in employment opportunities and her feelings that young Americans can change the society they live in with patience and persistent efforts. (ROES; BFA; 1971)
Culture conflict - jh, sh; Latinos - U.S. -- jh, sh.

Minority Youth: Felicia. 12 min, sd, b&w.....$ 5.50

Presents the reflections of a black high school junior from the Watts area of Los Angeles on herself, her family, her school friends, her race, and her community. Describes Felicia's family as held together by diligent work of her seamstress mother. Shows Felicia's alarm at the apathy of many black adults, concern for local community improvement to help her own people, and desire for advancement through further education. Relates her feelings on discrimination and prejudice in employment and expresses hope that the next generation's efforts will result in a change. (ROES; BFA; 1971)
Blacks - jh, sh; Culture conflict - jh, sh.

Minorities: From Africa, Asia, and the Americas. 15 min, sd, color. CSC-2425. $9.25

Reviews briefly the history of the Blacks, Puerto Ricans, Japanese, Chinese, Mexicans, and Indians. Explains that most racial minorities have entered American society through the poorest jobs and living conditions and that, at some time in each group's history, their presence and growing influence were usually resisted by both violent and legal means. Points out that new laws and programs have helped to alleviate the problems of discrimination and lack of opportunity. Minorities series. (CORT; 1972)
Civil rights - jh, sh; Emigration & immigration - jh, sh;
Social problems - jh, sh.

Minorities: From Europe. 14 min, sd, color. CSC-2290.....$ 9.25

Reviews the history of the European immigrants, especially those from Eastern Europe, focusing on their problems in finding decent work, housing, and education. Notes their tendency to band together in cultural, economic,

and political groups and discusses both the violent resistance to their entry and presence in the United States and the Quota Laws. Points out that these people are now part of the majority who often feel pressured by current minorities and who resist these minorities in much the same ways they were once resisted. Minorities series. (CORT; 1972)
Emigration and immigration - jh, sh; Social problems - jh, sh.

Minorities: In the Name of Religion. 16 min, sd, color. CSC-2293.....$ 9.25

Reviews the history of various religious groups in the United States, including the conflicting influences of religious tolerance and religious discrimination. Concentrates on the history of the Mormon, Catholic, and Jewish faiths. Notes that while these groups have been accepted by the majority of Americans they have also been influenced by American culture. Minorities series. (CORT; 1972)
Civil rights - jh, sh; Religion/History - jh,sh; Social problems - jh,sh.

Minorities: Patterns of Change. 13 min, sd, color. CSC-2303.....$ 8.75

Discusses from several different viewpoints whether there are more minority problems in the United States today than in the past. Examines whether education, employment, and political action are improving the condition of minority groups. Concludes that improvement is being made but that the pace at which this improvement is proceeding is debatable. Minorities series. (CORT; 1972)
Civil rights - jh, sh; Social problems - jh, sh.

Our Immigrant Heritage. 32 min, sd, color. CSC-1734.....$ 14.00

Highlights many of the historical and characteristic events associated with the United States and its cultural and economic growth. Illustrates the various cultural groups from the Colonial period to the 20th Century with emphasis on the reasons for these people coming to America and their many contributions to this country. Follows a Greek immigrant arriving in America and becoming a citizen. (BURP; MCGH; 1968)
Emigration and immigration - int, jh; Interpersonal relations - int, jh.

Rendezvous with Freedom. 37 min, sd, color. CSC-2712.....$15.75

Traces the history and growth of Jewish immigration to the United States from their first arrival in New Amsterdam in 1654 to the present. Examines how worldwide anti-semitism forced Jews to leave their homelands in eastern and western Europe time after time searching for a homeland. Shows how the increasing Jewish population in the United States has played an important role in the growth and prosperity of the Nation. (ABC; MACM; 1973)
Emigration & immigration - sh, col, gen; Prejudices & antipathies-sh,col,gen.

Who Are the People of America? 11 min, sd, color. CSC-2500.....$ 8.00

Portrays the people of America as a mixture of the many peoples of the world, differing in race, religion, and nationality. Presents an

historical account of American citizens as immigrants and descendants of immigrants. Discusses this similarity in sharing common needs, aspirations, and values. Second edition. (CORT; 1975)
Emigration and immigration - int, jh, sh; U.S./social life and customs - int, jh, sh.

The Pasciaks of Chicago. 58 min, 2 reels, sd, color. Six American Families Series, Indiana University Films. CSC-2847, 1976.

Examines, during a Christmas reunion, the breaking down of ethnic traditions in a Polish-American family. Shows Gary, the eldest son, who has decided to pursue a career in California instead of remaining close to home and working with his father. Follows the other children as they choose to step outside the community standards for their lifestyle and interests. Presents the clash of values between the parents' stress on monetary need and their children's desire for personal satisfaction. Concludes with the Pasciak family reactions to the film.

Poland: The Will To Be. James Mitchner - World Series. 27 min, sd, color. Indiana University Films Library CSC - 2912, 1978.

****

"Ahnyung America: Two Korean Families" - Prod: UNK; Dist: MACMLF, 1978.

Documentary comparing and contrasting the experiences of two Korean families in America: one recently arrived and working hard to make it in the grocery business; the other well established in careers as concert musicians. The story of the Shim and Chung families establishes anew America's role as a nation of immigrants.

"American Story", 12-part filmstrip series about families and their ethnic traditions, includes "The Gromada Family." Anti-Defamation League of B'nai B'rith, Television/Radio/Film Department, 823 United Nations Plaza, New York, N. Y. 10017.

"Children in Towns and Villages", Japan Information Services, 1737 Post Street, San Francisco, CA 94115.

Ethnic Resources: Video and Film Materials - Title IX and Other Resources. Catalog 1981, National Ethnic Film and Video Resource Center, To Educate the People Consortium, 5229 Cass, Room 301, Wayne State University, Detroit, Michigan 48202.

"Made in U.S.A., Project Ethnic Heritage." Center for Teaching International Relations, University of Denver, 1981. Grades 6-12. Five sound filmstrips and Activity and Discussion Guide.

"Poland in Song" album, Lira Singers, c/o Diana Maria Migala, 6007 Sheridan Road, Chicago, Illinois 60660.

Materials on Prejudices and Intergroup Relations. Anti-Defamation League of B'nai B'rith, Education Department, 823 United Nations Plaza, New York, N. Y. 10017.

"The Polish American Experience," free brochure describing filmstrip and guidebook. Melanie Michalak, 16517 South Kimbark Ave., South Holland, IL 60473.

"Poland." New York: International Film Foundation.

The history and development of Poland are depicted, showing a people who have struggled to maintain their independence for one thousand years. Present day industries, agriculture, politics, urban and rural life are covered. It concludes with evidence of the Polish vitality in creative arts and their love of independence. (Color film)

"Polish Heritage." New York: Kosciuszko Foundation.

An interesting collection of Beautiful Polish music and history recorded by the Schola Moderna, one of America's foremost professional choruses. (Record)

"The Popovich Brothers of South Chicago" - 60 min, 16 mm, color. Information available from Balkan Arts Center, P.O. Box 315, Franklin Lakes, New Jersey 07417.

There is a community of 1100 families in South Chicago who call themselves Serbian-American. They work in steel mills, drive trucks, teach school ... they play tennis and golf, watch television, and go to church on Sunday. But what connects them to their family, church, and community and provides the deepest expression of their identity is their traditional Serbian music ... and "The Popovich Brothers" have been a constant source of that music for the past 50 years.

Records and Tapes from Poland, Orchard Lake Center for Polish Studies and Culture, St. Mary's College, P.O. Box 5051, Orchard Lake, MI 48033.

Resource Guide to Teaching Aids in Russian and East European Studies. Audio-visual materials available from Indiana University and the Russian and East European Institute. A Publication of REEI Outreach Services, Russian and East European Institute, Indiana University, Bloomington, IN 47405. 1981.

Wynar, L. R., and Buttlar, L. Ethnic Film and Filmstrip Guide for Libraries and Media Centers. Littleton, Colorado: Libraries Unlimited, 1980.

ORGANIZATIONS AND OUTREACH CENTERS

Center for Slavic & East European Studies, University of California, Berkeley. Berkeley, CA 94720. Elizabeth Shepard (415) 642-3230.

Teacher Resource Center of the Soviet and East European Language & Area Center, Harvard University, 1737 Cambridge Street, Cambridge, MA 02138, Janet Vaillant (617) 495-5852.

Russian & East European Center, University of Illinois, 1208 West California, Urbana, IL 61801, Elizabeth Talbot (217) 333-6022

Russian & East European Institute, Indiana University, Ballantine Hall 566, Bloomington, IN 47405, Alexander Rabinovich (812) 335-7309.

Center for Slavic and East European Studies, Dulles Hall, Room 344, Ohio State University, 230 West 17th Street, Columbus, OH 43210, Leon Twarog (614) 422-8770.

Russian and East European Area Center, 504 Thomson, DR-05, University of Washington, Seattle, Washington 98195. (Loans resource materials without charge.)

Consulate of Poland, 1530 North Lake Shore Drive, Chicago, IL 60610.

Orchard Lake Center for Polish Studies and Culture, Orchard Lake, Michigan 48034.

Polish Museum of America, 984 North Milwaukee Avenue, Chicago, IL 60622.

Copernicus Society of America, 5830 Henry Avenue, Philadelphia, PA 19128.

Kosciuszko Foundation, 15 East 65th Street, New York, N. Y. 10021.

Copernicus Cultural and Civic Center, 5216 West Lawrence Avenue, Chicago, IL. 60630.

MISCELLANEOUS RESOURCES

PolAmerica, The National Magazine for Polish-Americans, 5410 Wilshire Blvd., Suite 709, Los Angeles, CA 90036, Tel: 213/933-6966.

The Polish American Archives Project at the University of Wisconsin-Milwaukee, P.O. Box 604, Milwaukee, WI 53201, Tel: 414/963-4130.

ART, DRAMA, FICTION AND LITERATURE

Abucewicz, John Alexander. Fool's White. New York: Carlton Press. 1969.

A daughter of Polish immigrant parents decides to become a nun. Set in Lowell, Massachusetts.

Algren, Nelson. The Neon Wilderness. Garden City, New York: Doubleday. 1949.

Brutal short stories of Polish Americans of Chicago's near West Side.

Bankowsky, Richard. The Glass Rose. New York: Random House. 1958.

First novel of a tetralogy written in the stream of consciousness manner, this story recounts the rise and fall of a Polish immigrant family. The seven-day wake of Stanislaw Machek becomes the backdrop for the thoughts and memories of his family and neighbors.

Borski, Lucia M. Good Sense and Good Fortune and Other Polish Folk Tales. New York: McKay. 1970.
Polish Folktales.

Cannon, Cornelia. Heirs. Boston: Little, Brown. 1930.

Portrays the conflict between impoverished New Englanders and Polish newcomers who buy up Yankee farms and work in the mills. Central to the story is Marilla Lamprey, a Pole, who comes to Lovell, New Hampshire, as a school teacher and eventually marries Seth Walton, owner of the mills. Marilla's personal experiences unfold against a background of ethnic tensions.

Carroll, Gladys Hasty. As The Earth Turns. New York: MacMillan. 1933.

An excerpt from a letter of the author in the archives of the Polish Museum of America (dated 12-6-43): "The Polish Family in As The Earth Turns was not based on any factual family. At the time the book was written no Poles ... had settled among us, but I knew they were in other farming districts like ours, and that the initial reaction of natives to them was very much as it had been toward the French families from Canada who moved into our neighborhood (South Berwick, Maine) in the early 1900's and slowly but surely made a name for themselves."

Castle, William and Joseph, Robert. Hero's Oak. New York: Reader's Press. 1945.

Set in Vermont, 1910-1936. The story of an atypical Polish immigrant family who till the unwilling soil. Specifically, an account of beautiful Marja Jaworaska and a tree - a towering oak known as "Krupa's Oak." Legend has it that the first man who comes to a girl standing beneath its shade will be her husband. Hero's Oak is also the story of Aleksander Krupa, the immigrant, of his victory over the land and of his defeat.

Chase, Mary Ellen. A Journey To Boston. New York: Curtis. 1973.

The story of two Polish farm women in Massachusetts whose husbands are killed in a highway accident. Useful contrast of life in Poland and U. S.

Cohen, Lester. Coming Home. New York: Viking Press. 1945.

A veteran of World War II returns to Pittsburgh and the Polish American girl he left behind. He finds himself taking on all the political forces of Pittsburgh. The ethnic characteristics of the principal characters are sharply drawn.

Coleman, Marion Moore. A World Remembered. New York: Kosciuszko Foundation.

Polish folktales collected from Poles in America.

Crew, Helen Coale. Under Two Eagles. Boston: Little, Brown. 1936.

Fifteen-year-old Vasily arrives in New York from Poland in 1913. American life is examined in view of his Polish background. Illustrated.

DeAngeli, Marguerite. Up The Hill. New York: Doubleday. 1942.

Radek, the son of a Polish family living in a Pennsylvania mining town gets the opportunity to go to art school after helping to paint a church mural.

Drechney, John H. Nature Smiles. Chicago: J. S. Paluch Co., Inc. 1947.

Polish and Polish-American themes are reflected in this collection of poetry.

Driscoll, Paul. My Felicia. New York: Macmillan. 1945.

Felicia, a second generation Polish-American girl and the problems she encounters in school.

Eichelberger, Rosa. Bronko. New York: Morrow. 1955.

A young Polish refugee experiences difficulties adjusting to New York City.

Estes, Eleanor. Hundred Dresses. New York: Harcourt. 1944.

A fifth grade class comes to appreciate a Polish-American classmate after teasing her about the one hundred dresses she said she owned.

Esty, Annette. The Proud House. New York: Harper. 1932.

Contrasts the life of a destitute Pole in Poland with that of his brother who emigrates to a Vermont farm.

Ferber, Edna. American Beauty. New York: Doubleday. 1931.

The last descendant of a decadent American family marries a Polish farm hand whose compatriots are resettling in Connecticut.

Greely, John N. War Breaks Down Doors. Boston: Cushman & Flint. 1929.

Although the central character, a Polish American, is not portrayed in a heroic role, his loyalty, patriotism and devotion to the United States cause him to join the U. S. Army as a recruit from Pennsylvania. Set in San Antonio, Texas, after World War I.

Gronowicz, Antoni. Bolek. Edinburgh, New York: Thomas Nelson & Sons. 1942.

A Polish-American girl and her parents visit Poland where she meets Bolek. When World War II erupts, Bolek's father is drafted, and Bolek leaves for the U. S. with the Polish-American family who came to visit.

Hayes, Florence. Joe-Pole, New American. Boston: Houghton-Mifflin Co. 1952.

The final year of elementary education for a Polish displaced person.

Hughes, Rupert. Love Song. New York: Harper & Brothers. 1934.

The story of a Polish-American singer from the Midwest and the difficulties and hardships she encountered in her debut with the Metropolitan Opera.

Hughes, Rupert. Zal: An International Romance. New York: The Century Company. 1905.

A Polish pianist comes to New York to make his debut. At first he is not successful and is, in fact, severly criticized in reviews. With the aid of his parents he is able to maintain himself, and his talent is recognized a year later.

Janda, Victoria. Singing Furrows (1953), Star Hunger (1942), Walls of Space (1945). Minneapolis: Polanie Press.

The strong influence of Polish values and their preservation appear in these poems, all of which were written in English.

Karsavina, Jean. Tree By The Waters. New York: International Publishers. 1948.

Polish Americans join in a strike in a mill town outside Boston.

Krawczyk, Monica. If The Branch Blossoms And Other Stories. Minneapolis: Polanie Press. 1950.

Short stories very favorably regarded in the Polish-American community.

Kubiak, Wanda Luzenska. Polonaise Nevermore. New York: Vantage Press. 1962.

The experiences of Polish settlers to Wisconsin between 1866 and 1890.

Lampell, Millard. The Hero. New York: J. Messner. 1949.

Steve Novak, football star, chooses a college and discovers he is denied entrance into American society.

Lenski, Lois. We Live In The North. Philadelphia: J. B. Lippincott. 1966.

Three generations of a Polish-American family confront acculturation to American society. Problems of name-changing and preservation of Polish culture are significant.

Levin, Dan. Mask of Glory. New York: Whittlesey House. 1949.

Last year in the life of a 19-year-old Polish American serving in the U. S. Marines during World War II.

McAlpine, Dale K. Marie Naimska: A Saga of Chicago. Philadelphia: Dorrance and Company. 1954.

A well-established Polish family leaves Poland and settles in Chicago.

Miniter, Edith. Our Naputski Neighbors. New York: Henry Holt. 1916.

Poles purchase a farm in West Holly, Massachusetts. Humorous treatment of family's acceptance by neighbors.

Motley, Willard. We Fished All Night. New York: Appleton Century Crofts. 1951.

A brief, but favorable, glimpse of a Polish-American family in Chicago.

Roberts, Cecil. One Small Candle. New York: MacMillan. 1942.

Successful Polish pianist, Paul Korwienski, marries Laura Lanier, American film star, on eve of World War II. Floridian and European setting. Depicts American sympathies for Poland's tragic fate in World War II.

Romano, Deane. Banacek. New York: Bantam Books. 1973.

About a Boston insurance investigator proud of his Polish heritage. Adapted from the television series of the same name. The depiction of Banacek was favorably received by the Polish-American community.

Rybacki, Stella. Thrills, Chills, and Sorrow. New York: Exposition Press. 1954.

Although subtitled "A Novel," the author indicates that this is not a work of pure fiction but rather an autobiographical novel based on the experiences of her early life in a small town near the Pennsylvania coal fields.

Sokolowski, Marie and Jasinski, Irene. Treasured Polish Recipes for Americans. New York: Kosciusko Foundation. 1948.

This is the best book on Polish cookery in the English language containing 475 recipes.

Tabrah, Ruth. Pulaski Place. New York: Harper & Brothers. 1949.

Steve Kowalski is the first citizen of Polish descent to be on the town's police force. His own conception of the duties and loyalties of this position are in marked contrast to the expectations of his neighbors, friends, parents, wife and parish priest.

Vogel, Joseph. Man Courage. New York: Alfred A. Knopf. 1938.

Story of Adam Wolak, Polish immigrant, and his family in a small American city. Adam had come to America dreaming of his own farm, but after 18 years as a day laborer, the Depression put the seal of defeat on his dream.

Wylie, Ida. Strangers Are Coming. New York: Random House. 1941.

The Sigismund Stanowski troupe is brought to New England after war breaks out in Poland in 1939. American stereotypes of Poles are re-adjusted when real Poles are met for the first time.